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ABSTRACT

The activities and materials in this teacher's guide are designed to help students understand and appreciate their heritage during the American Bicentennial. The collection is intended for use in Rhode Island schools. Seven component areas are identified and serve as chapter titles. Each is designed to explore one or more of the themes focusing on creativity, diversity, and idealism--three factors shaping the development of Rhode Island. Skills such as hypothesizing and data collecting are emphasized in each activity. The seven components include Time and Place, The Land and Us, Individual Rights and Responsibilities, Arts, All the People, Now and Then, and Famous Rhode Islanders. Each chapter contains an introduction and overview, objectives of the unit, materials needed, and specific learning activities. Appendices include resource lists and bibliographies. The materials are easily adapted for use in both elementary and secondary classes. Although the guide is designed to be used in Rhode Island schools, it can be used as a model for other states. (Author/JR)

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THE RHODE ISLAND BOX

TEACHERS' GUIDE

THE RHODE ISLAND BOX

1976

TEACHER'S GUIDE

STATE OF RHODE ISLAND, DEPARTMENT OF EDUCATION
DIVISION OF DEVELOPMENT AND OPERATIONS

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TABLE OF CONTENTS

PREFACE v

Project Team vii
Letter from Commissioner of Education viii
Acknowledgements ix

INTRODUCTION 1

Overview and Objectives 3
Use of the Guide 5
Inventory of Materials 7

COMPONENTS 9

TIME AND PLACE 11

THE LAND AND US 15

Classroom Mapping 19
Geographic Terms 21
Know Rhode Island 23
Seaside City 31
Examining a Community 37
Improving Your Community 41
Almost a Million 45
Making a Living 75

INDIVIDUAL RIGHTS AND RESPONSILITIES 85

Focusing 89
Investigating the Founders 95
Digging a Community 101

ARTS 107

Buildings in Rhode Island 111
Painting 129
Sculpture 139
Music 143
Stages, Lights and Audiences 151
In Print 155

ALL THE PEOPLE 157

Knowing Us 161
Counting Us 167
The Contributors 179

NOW AND THEN 183

Tools 186
Utensils 187
Fences 188
Furniture 189

FAMOUS RHODE ISLANDERS 191

APPENDICES 201

Resource List 203
Bibliography 213

PREFACE

Funded in part by Title II ESEA

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STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
Hayes Street, Providence, Rhode Island 02908

Thomas C. Schmidt, Commissioner

Dear Educator:

The American Bicentennial presents all of us with an opportunity to reflect upon the past and present, not only of our nation, but also of our state, Rhode Island. Such reflection may allow us to glean insights for the future that will insure in another time our children's celebration of an American Tricentennial. In such a spirit of reflection and celebration, the Department of Education formulated its plans for a special project to commemorate our country's birthday. You have before you the culmination of that special project - THE RHODE ISLAND BOX.

The activities and materials designed for use in THE RHODE ISLAND BOX will help students to grow in understanding and appreciation of their heritage both as Rhode Islanders and as Americans. Although the activities and materials selected for THE BOX are particularly appropriate for use in this special year of 1976, their use need not be limited by any date. An understanding and appreciation of one's heritage is of continuing relevance. Accordingly, the use of THE RHODE ISLAND BOX by students and teachers can continue to help produce an enlightened citizenry for many years to come.

Sincerely,

Thomas C. Schmidt

Thomas C. Schmidt
Commissioner

Acknowledgements

All those who contributed material and advice, ranging from writers and educators to professional people in government and business, warrant the sincere thankfulness of the Department of Education. A number of government agencies, businesses, museums, educational institutions and organizations also permitted use of their materials and rendered valuable assistance.

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Contributors and Contributions

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Brown and Sharpe Manufacturing Company. Biographical information.

Honorable Robert F. Burns, Secretary of State. Rhode Island Coat of Arms.

Susan Caron. Drawings of William Billings.

Robert Newton Cool. Selected issues of The Rhode Island Boat.

Manuel De Motta, Chairman, Industrial Arts Department, Albert D. Genetti, Principal, Barrington Secondary Schools. Construction of three-dimensional building representations.

Division of Tourism, Department of Economic Development, State of Rhode Island. Rhode Island Highway Map, other maps, biographical information.

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Gorham Division of Textron, Inc. Biographical information.

Arthur E. Lathrop, Advertising Promotion Manager and The Providence Journal-Bulletin Company. All photographs of FAMOUS RHODE ISLANDERS and biographical information.

Robert Malcarne, Instructor, Industrial Arts, Jerome McCarthy, Principal, Narragansett Junior-Senior High School. Construction of three-dimensional building representations.

Bernard Marcoccio, Principle Research Technician, Division of Housing and Government Services, Department of Community Affairs, State of Rhode Island. Census data.

Florence Markoff, Rhode Island Portraits in Sound. A considerable number of biographical radio scripts and several tapes.

Mercury Music Corporation. Excerpts from Fuging-Tune by William Billings.

Roland B. Mergener, Director, and Audiovisual Department, Rhode Island College. Aid in production.

Metropolitan Museum of Art, New York, New York. Portraits of Matthew Clarkson, Mrs. James Greenleaf (Ann Penn Allen), Josef de Jaudenes y Nebot, James Monroe and General Louis Marie Viconte de Noailles and Portrait of the Artist by Gilbert Stuart.

Museum of Fine Arts, Boston, Massachusetts. Portrait of Bishop John Cheverus by Gilbert Stuart.

National Gallery of Art, Washington, D.C. Portraits of Mrs. Richard Yates and John Randolph (Andrew W. Mellon Collection) and John Adams (Gift of Mrs. Robert Homans) by Gilbert Stuart; text on pp. 55, 64, 66, 67, 68, 77, 79, 89, 90, 93, 99, 102, 108 of Gilbert Stuart, Portraitist of the Young Republic 1755-1828.

Donald W. Nelson, Vice President, and Old Stone Bank. Selected biographical information from "The Old Stone Bank," History of Rhode Island.

New Jersey Historical Society, Newark, New Jersey. Portrait of Aaron Burr by Gilbert Stuart, photograph by Wayne M. Daniels.

Pennsylvania Academy of Fine Arts, Philadelphia, Pennsylvania. Portraits of George Washington (Lansdowne) and Elizabeth Beale Bordley by Gilbert Stuart.

Rhode Island Historical Society. Biographical information.

Rhode Island School of Design Museum of Art. Slides of buildings in Rhode Island, paintings by Edward Bannister and portrait of George Washington by Gilbert Stuart.

Rhode Island Statewide Planning Program, Department of Administration, State of Rhode Island. Aerial photographs.

Angela M. Sciotti, Class of 1975, Salve Regina College. Bibliographical information.

Eric Sloane, Artist and Author, Washington, Connecticut. All illustrations in NOW AND THEN.

Jacqueline O. Smith, Children's Librarian, Providence Public Library. Children's reading list.

Rowena Stewart, Executive Director, Rhode Island Black Heritage Society. Biographical and bibliographical information.

Robert J. Sullivan, Assistant Professor of Geography, Rhode Island College. Series of maps, entitled Almost a Million plus interpretive narrative.

Urban League of Rhode Island, Inc. Biographical information.

Palmer Williams and Robert Williams, Instructors, G. Stuart Douglas, Coordinator, Chariho Vocational-Technical Facility. Construction of three-dimensional building representations.

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x1

INTRODUCTION

Overview and Objectives

THE RHODE ISLAND BOX is an organized collection, a nucleus of material and activities for use in the study of Rhode Island in the schools of the State. It was designed and developed by the project team.

Through consensus the team identified three themes, creativity, diversity and idealism which they felt permeate and embrace Rhode Island's experience. The following is a brief explanation of the themes.

Creativity

The wellspring for the development of a culture, a civilization and a political entity is the creativity of its people. Assuming that the potential for creativity exists in all individuals and that its evidence is a matter of kind and degree, then the numbers of creative individuals, even from a place as small as Rhode Island, is large indeed. Further, it is reasonable to say that some people in the State are especially distinguished by kind and degree of creativity and it is they, what they think and do, wherever they go and whenever they live, who have been instruments of development of Rhode Island.

Diversity

The development of Rhode Island's character, strength and viability has been and continues to be influenced by richness in the variety of its people, its places and aspects, both natural and constructed.

Idealism

In a sense, idealism might be referred to as the quest. It is those thoughts, principles and values which have served as the motivating force or the ultimate goal for significant events that have shaped and are shaping the development of Rhode Island.

Drawing upon theory and experience, the team then identified a number of skills, useful and necessary to the process of learning. The acquisition and/or practice of the following skills are an integral part of each activity in THE RHODE ISLAND BOX.

1 Hypothesizing
2 Data Collecting, Examining, Interpreting
   a) Observing
   b) Identifying
   c) Classifying
   d) Predicting
   e) Comparing
   f) Relating
   g) Inferring
   h) Communicating
   i) Experimenting
3 Synthesizing
4 Generalizing
5 Applying
6 Evaluating
7 Empathising

Recommended by the team, the content of THE RHODE ISLAND BOX was selected by the project directors because it provides opportunity to explore one or more of the three themes and to acquire and/or practice one or more of the identified learning skills. The content rests within the seven components of THE BOX, augmented by the appendices and seeks to represent the range of the Rhode Island experience. The materials and activities in the components are samplings from which teachers and students may select and upon which they are encouraged to expand. Four of the seven components are further divided into sections. As a whole, the components provide a great variety of activities.

The organizational structure of THE RHODE ISLAND BOX; i.e. all supportive materials and each activity in each component, reflecting one or more of the themes, and developed around the acquisition and/or practice of the skills, is directed toward the following objectives:

1 To provide materials and activities to assist students in gaining an understanding of the development of Rhode Island and of their community.
2 To provide materials and activities to assist students in identifying themselves with their State and community.
3 To provide materials and activities to assist teachers in working with students in Rhode Island studies.
4 To provide information to serve as a guide in identifying resources and developing or acquiring materials related to Rhode Island studies.
5 To provide a basis for more expanded or concentrated study of the State and its communities.
6 To provide a means through which students could develop pride in their community and in Rhode Island.

The Project Team planned THE RHODE ISLAND BOX with students in their middle years in mind; nevertheless, the activities are adaptable in some instances, to the abilities of young children and in others, to adults. Activities range from the simple and elementary to the complex and sophisticated and are framed and presented for flexibility of use.

Use of the Guide

THE RHODE ISLAND BOX contains seven component areas, each of which is designed to explore one or more of the themes and to provide exercise in the acquisition and/or practice in the learning skills. The seven components are:

Time and Place
The Land and Us
Individual Rights and Responsibilities
Arts
All the People
Now and Then
Famous Rhode Islanders

Each component can stand alone; thus, in a specific classroom, a teacher may choose to have students work only with those components deemed most appropriate to the needs of a given group. Within some components are sections which, in some cases, can stand alone. Activities within sections/components are often in sequence. There are interrelationships between components and sections. Prior to use, teachers should carefully examine a component and determine its application and adaptability to the students' needs and skills. Careful examination will reveal structure of components and interrelationships.

In some instances, activities are teacher directed including specific series of questions for students; in others, procedures are to be determined by the teacher. Frequently, activities are student directed and may be accompanied by special notes to the teacher.

A file of student directed activity cards is included in the materials in THE RHODE ISLAND BOX; each such activity is printed in the text of the Guide. Components and student activity cards are correspondingly color-coded for identification. Color-coding makes it easy for a teacher to remove from the Guide, a component and its activity cards for use in a classroom, thereby freeing remaining components for simultaneous use elsewhere in a school.

In the text of each component and/or section are student objectives plus materials included in THE BOX, and, marked by an asterisk, those common materials needed which are to be supplied by the school. This information is usually preceded by a few remarks and followed by notes, directions and the activities themselves.

Following all components are the appendices, which include the resource list and the bibliography, each prefaced by remarks regarding its use.

A column for notes can be found throughout the pages in the components and appendices divisions. There are a few printed entries here; however, the purpose of the column is to provide space for teachers' comments, whatever is useful to them.

The inventory of materials immediately following is also posted in THE BOX so that housekeeping can be simplified and accurate records can be kept in the school media center, the depository of THE RHODE ISLAND BOX.

Inventory of Materials

TIME AND PLACE
- Time Line

THE LAND AND US

Geographic Terms
- Geographical Terms Model
- Rhode Island Highway Map
- 2 Activity Cards

Know Rhode Island
- Reading, "Rhode Island Lighthouses"
- Reading, "The Indians Had Names for Us"
- 17 Activity Cards

Seaside City
- Set of 25 Student Activity Cards, Task A

Examining a Community
- 4 Aerial Photographs

Improving Your Community
- Set of 125 Wood Three-Dimensional Building Representations

Almost a Million
- Set of 8 Map Sheets of Rhode Island
- 7 Activity Cards

Making a Living
- Transparency, Principal Drainage Basins
- 3 Group Activity Cards

INDIVIDUAL RIGHTS AND RESPONSIBILITIES

Focusing
- 5 Sea Stones
- 4 Island Maps

Investigating the Founders
- 6 Activity Cards

ARTS

Buildings in Rhode Island
- 81 Prints of Buildings in Rhode Island
- 81 Slides of Buildings in Rhode Island
- Numbered List of 31 Buildings in Rhode Island
- 81 Buildings in Rhode Island Description Cards
- "Mile of History in Providence on Benefit Street"
- Glossary
- 12 Activity Cards

Painting
- 17 Slides of Gilbert Stuart's Works
- 13 Commentaries on Stuart's Works
- List of Subjects in Slides of Stuart's Work
- 7 Activity Cards (Stuart)
- 6 Slides of Edward Bannister's Works
- 5 Activity Cards (Bannister)

Music
- Tape, "William Billings"
- Sheet Music, "Chester"
- 10 Activity Cards

Sculpture
- 5 Activity Cards

ALL THE PEOPLE

Knowing Us

Transparency, My Family Tree

Counting Us

Set of 25 Tables; Table A, Country of Birth of Foreign Born Population and Total Population of Rhode Island, 1870-1970

Set of 25 Activity Cards, Table A

Transparency, Table B

Transparency, Table C

Set of 5 Activity Cards, Table C

Transparency, Foreign Born Population and Native Born of Foreign or Mixed Parentage

Set of 25 Tables D & E

Transparency, Percent of Total Population in Selected Ethnic Groups

NOW AND THEN

20 Toolcards

9 Utensilcards

2 Fencecards

4 Furniturecards

4 Activity Cards

FAMOUS RHODE ISLANDERS

93 Folders Containing Biographical Information and 49 Pictures

Alphabetical Listing of 93 Famous Rhode Islanders

3 Tapes of Biographical Information of Selected Famous Rhode Islanders

TEACHERS' GUIDE TO THE RHODE ISLAND BOX

COMPONENTS

TIME AND PLACE

TIME AND PLACE

Introduction and Overview

From the eternity of the past to the eternity of the future, all persons and events have their duration and locus; Rhode Island is part of the infinite whole. Time and Place is an attempt to deal with this abstract concept. It is the intent of this beginning and capstone activity of THE RHODE ISLAND BOX to infuse in each student identity with his State and awareness of his time in eternity.

Objectives

Students will:

1 Identify collected information about persons and events with locations in Rhode Island.
2 Comprehend chronology in relation to Rhode Island.
3 Relate Rhode Island history conceptually to time and place.
4 Become aware of themselves in relation to time and place.

NOTES

Materials

*Outline map of Rhode Island
*Common pins
Time line
*Masking tape
*Marking tools which make marks that can be eradicated, (ex. eyebrow pencil)

*Not included in THE BOX

Activities

In THE RHODE ISLAND BOX are many activities involving the gathering and interpreting of information leading to an understanding of the State's past and present. Maps, including general or special material necessary to the pursuit of some activities are included among the materials in THE BOX; however, no map is provided on which students, themselves, can record information. To provide such a tool, teachers are urged to make a simple outline map of Rhode Island as their first activity with their students. The outline map can be made by tracing onto project paper the outline map of Rhode Island Highway Map included in the LAND AND US materials provided in THE BOX. To help in making the map, the teacher might consult the audiovisual specialist in the school. The map

NOTES

should be hung on a wall convenient to students and should be fastened to a material soft enough so that common pins can be inserted.

As soon as the outline map is made and posted, the time line provided in THE BOX should be hung. Both the time line and the outline map should remain on view throughout the period of time given to the study of Rhode Island.

As students gather information, through pursuit of any or all activities, location could be noted on the outline map and dates could be indicated on the time line. One method of recording information might be for the student to write a note on a small piece of paper and attach it to the outline map with a pin, then to attach a duplicate note on the time line with masking tape.

The use of short notes on small pieces of paper is only one method of recording information. Illustrative material provided in THE BOX, such as pictures of famous Rhode Islanders or prints of buildings in Rhode Island, might be attached to either the map or time line. Pictures, photographs, newspaper clippings, etc., collected by students could be used. Also, students might write directly on the outline map and with a marking tool (eradicable marks) do the same on the time line.

In addition to information about people and events connected with Rhode Island and in order for the student to identify himself with his time and place, personal information such as a birthdate or a special location might be included. Further, in order for the student to place Rhode Island in a perspective, they could locate Rhode Island on maps available in school in relation to the region, the country, the continent, the globe,and the universe. In order for the students to sense Rhode Island's relationship in time they could enter on the time line dates of various events from earlier periods (e.g. Greece or Rome) as well as more recent occurences (e.g. Columbus or various kingdoms).

As the study of Rhode Island progresses, a State map and a time line, personal to the class, will emerge. The culminating activity for the class would be a reading of the map and the time line. Probably the map will be clustered with information in some locations and sprinkled with facts in others. The time line likely will be crowded in recent centuries and sparsely marked or blank on either end. Through discussion, students should be encouraged to draw inferences regarding possible reasons for any aspects of the map and the time line.

THE LAND AND US

THE LAND AND US

Introduction and Overview

Even before the beginnings of our state, Rhode Islanders' relationship to this land has always been essential to their lives. While the most visible relationship is in the use of the land, and that is ever changing, for it is used in different ways in different times by different people, there exists an invisible relationship evidenced in the attitudes held, the quality maintained and the commitments made. It is the interrelationship between the land and us, visible or not, that is the concern of this component.

In order to understand the varied relationships between the land and us the student will participate in a variety of activities, including the use of maps, stimulation activities, and investigations. The student will also utilize a variety of environments including the classroom, the community and the state.

Classroom Mapping

The acquisition of geographic skills is more effective when they are dealt with in a concrete and participatory manner. This activity is designed to deal with basic geographic concepts/skills by using the immediate environment, the classroom.

Objectives

Students will:
1 Understand cartographic representation.
2 Develop a map of the classroom.
3 Understand basic map skills.
4 Convert from one measurement system to another.

Materials

*Large sheets of paper
*Yardsticks, tape measures and meter stick

NOTES

* Not included in THE BOX

Activities

Special Note

This activity, as well as those in geographic terms, provides for skill practice that will be critical to the successful participation in the remaining activities in this component.

Explore with the students ways of showing how the classroom looks; the advantages of a photograph of the classroom; the sorts of thing they can show on a drawing of their classroom which is not on a photograph.

Inform the students that they are going to "map" their classroom. List what sorts of things they want to include on the map (direction, distance, legend, etc.). Have them examine a map from one of their books or a wall map.

Have the students, working as a class or in small groups map the classroom to scale. The following checklist is neither sequential nor all inclusive, but provides suggested steps.

NOTES

measure the classroom
decide upon the scale
make the map
include pertinent information (i.e. permanent cabinets, moveable screen) establish grids if desired.
develop the legend
include all the items from their list

Have the students draw another map using metric measurements.

Use the maps for practicing map-reading skills (i.e. what is x meters south-southeast of the west door? What is the key feature in grid C-3?). The teacher's creativity is the boundary of limits here.

The class could then take on the task of mapping a larger area such as the schoolyard or could develop a 3-D (relief) representation of their map.

Geographic Terms

In addition to introducing the student to a map of Rhode Island, this actvity is designed to facilitate an understanding of many common geographic terms by using that map and a general relief map.

Objectives

Students will:

1 Understand basic, common geographic terms.
2 Understand both three-dimensional and two-dimensional maps and transfer terms between them.
3 Identify and locate selected geographic terms using a map of Rhode Island.

NOTES

Materials

Geographical Terms Model
Rhode Island Highway Map
Student Activity Cards

Activities

There are just over 100 terms on the Geographic Terms Model. Using that Model and the Rhode Island Highway Map have the students, individually or in small groups, work through the two student activity cards.

Both activities are self-directing for students and the 2 activity cards are in THE BOX. They are also printed here.

NOTES

THE LAND AND US — Geographic Terms

Activity 1

Examine the Geographical Terms Model and do the following:

1 This map is called a relief map. Why?
2 Colors play an important role in maps of any kind. List at least five colors from this relief map and what they represent.
3 As you look at the map you will find some things that look alike but have different names (such as brook and stream). Make a list of as many of those "look-alikes" as you can.

brook-stream

Now using books in your school library (atlases, dictionaries, etc.) and in your classroom (geography books, textbooks, etc.) find out if those terms are different and how or if they are different names for the same things.

Special Note

There are easily 1-2 dozen "look-alike" pairs called for in Question 3, Activity 1; some are listed here:

Island - Archipelago	Wharf - Pier
Strait - Channel	Meadow - Field
Arm - Bay	Brink - Precipice
Shoal - Reef	Mesa - Plateau
Harbor - Gulf	Forest - Timber
Stream - Brook	Pass - Gorge
Knoll - Knob	Ocean - Sea
Canyon - Gulch	Highway - Road
Gulch - Gorge	Woods - Forest

THE LAND AND US — Geographic Terms

Activity 2

1 List those terms from the relief map that you think you would find if you looked at a map of Rhode Island.
2 On the Rhode Island Highway Map, locate as many terms from your list as you can.
3 How many terms on your list didn't you find? Check with your classmates; which terms didn't they find?

Know Rhode Island

This section is designed to use a map of our state as the basis for development of map skills and the acquisition of knowledge concerning Rhode Island.

Objectives

NOTES

Students will:

1 Gain competency in map-reading skills.
2 Identify the types of political entities that exist in Rhode Island.
3 Identify the salient geographic features of Rhode Island.
4 Gain competency in measurement computation and conversion.
5 Learn how to read a highway map.
6 Gain a knowledge of Rhode Island.

Materials

Rhode Island Highway Map
Student activity cards
1 reading - "Rhode Island Lighthouses"
1 reading - "The Indians Had Names for Us"

Activities

Have the class, working in small groups or individually, work through the activity cards.

All the activities are self-directing for students and the 17 activity cards are in THE BOX. They are also printed here.

THE LAND AND US — Know Rhode Island

Activity 1

You can have an official map of Rhode Island. Write a letter to the address below asking for the current Rhode Island Highway Map and they will send you one free.

Make sure you include your name and address.

Department of Economic Development
1 Weybosset Hill
Providence, Rhode Island 02903

THE LAND AND US — Know Rhode Island

Activity 2

Study the map of Rhode Island and answer the following:

1 What is the name of the largest island in Narragansett Bay?
2 What THREE islands have names of animals?
3 What island has the name of a flower?
4 TWO islands share the same name. What is it?
5 What island is a state management area?

THE LAND AND US — Know Rhode Island

Activity 3

Study the map of Rhode Island and do the following:

1 List THREE coves in Rhode Island.
2 List THREE harbors in Rhode Island.
3 List THREE bridges that cross parts of Narragansett Bay.
4 Name the shortest ferry route that crosses any part of Narragansett Bay.

THE LAND AND US — Know Rhode Island

Activity 4

Study the shoreline on the map of Rhode Island and do the following:

1 List THREE points on the western shores of Narragansett Bay.
2 List THREE points along the eastern shore of Narragansett Bay.
3 List THREE points along the southwestern shore of Rhode Island.
4 What is the name of the northern point of Block Island?
5 What is a breachway?
6 List THREE breachways in Rhode Island.

THE LAND AND US — Know Rhode Island

Activity 5

Examine the LEGEND on the map of Rhode Island and find out the following:

1 How are county boundaries marked?
2 How many counties are there in Rhode Island?
3 As you locate them on the map, list them here.

Find the INDEX OF CITIES, TOWNS AND PLACES. The letter and number following each item is the key to the grid system. Answer the following:

4 In what county is:

Glocester	Touisset
Bristol Ferry	Dunn Corner
Diamond Hill	Sakonnet
Rice City	Frenchtown
Peace Dale	West Barrington
Prudence	Davisville

NOTES

THE LAND AND US — Know Rhode Island

Activity 6

Study the map of Rhode Island and do the following:
1 Find out how many cities there are in Rhode Island.
2 As you locate them on the map, list them here.
3 In what city is:

Bayside	Oaklawn
Slater Memorial Park	Rhode Island College
Auburn	Rocky Point
Brenton Point	Rumford
Riverside	State Capitol

THE LAND AND US — Know Rhode Island

Activity 7

Study the map of Rhode Island and answer the following:
1 If you lived in Manton, what city is closest to you?
2 If you traveled northwest from Ashton, what is the first city you'd come to?
3 What Rhode Island city is closest to Adamsville?
4 If you lived in Arctic, what city is east of you?
5 In what town is:

Union Village	Avondale	Pascoag
Escoheag	The Hummocks	Jerusalem

THE LAND AND US — Know Rhode Island

Activity 8

Study the map of Rhode Island and do the following:
1 List SIX rivers in Rhode Island.
2 List THREE rivers that flow into Narragansett Bay.
3 What is the name of the river that flows into Little Narragansett Bay?
4 What river flows into Hopkins Mill Pond?
5 What river flows by Manville?
6 What river flows by Clyde?

NOTES

THE LAND AND US — Know Rhode Island

Activity 9

Study the map of Rhode Island and do the following:

1 List and locate (using the grid system) TEN reservoirs in Rhode Island.
Example: Scituate Reservoir (D-5)
2 List and locate (using the grid system) TWO lakes in Rhode Island.
3 List and locate (using the grid system) THREE ponds in Newport County.
4 List TWO ponds Rhode Island shares with Connecticut.
5 List TWO lakes Rhode Island shares with Massachusetts.
6 List and locate (using the grid system) the pond that you think has the strangest name.

THE LAND AND US — Know Rhode Island

Activity 10

Read THE INDIANS HAD NAMES FOR US and do the following:

1 Select and list at least TEN names from that reading and then locate them (using the grid system) on the map of Rhode Island.
2 If your community has anything in it with Indian names that are not in the reading, write two or three of those names down and find out what the names mean.

THE LAND AND US — Know Rhode Island

Activity 11

Examine the LEGEND on the map of Rhode Island and do the following:

1 How many types of route markers are there on the map?
2 Identify THREE of each type.
3 Choose one of each type and follow it through Rhode Island.
4 Choose one of the three you followed through and write a brief paragraph which tells where it starts or enters Rhode Island, ends or leaves Rhode Island, communities it goes through, interesting things along the road,etc.

NOTES

THE LAND AND US — Know Rhode Island

Activity 12

Study the map of Rhode Island then do the following:

1 Locate the railroads on the map. List THREE rail lines that are in Rhode Island.
2 Follow the routes of the railroads in Rhode Island. Which part of the state does not have rail service? Develop a theory explaining why.
3 Name and locate (using the grid system) FIVE state airports.
4 Locate (using the grid system) TWO state police barracks, including the one nearest your school.

THE LAND AND US — Know Rhode Island

Activity 13

Examine the LEGEND and find how ski areas are marked.
Find the RECREATION INDEX and do the following:

1 How many ski areas are there in Rhode Island?
2 Name them and give the name of the town in which they are located.

Using the LEGEND and the appropriate INDEX, do the following:

3 Find out how many yacht clubs there are in Rhode Island.
4 Name the yacht club that is:
near Haines Memorial State Park
just north of Pawtuxet
just southeast of Fort Adams
in Jamestown
in Quonochontaug Pond

NOTES

THE LAND AND US — Know Rhode Island

Activity 14

Study the map of Rhode Island then do the following:

1 Give the name of the following parks, forests or reservations:
   the one at C-7
   the one nearest Carolina
   the state park in Pawtucket
   the one at H-8
   the one in New Shoreham
   the one at E-9
2 Name and locate (using the grid system) the fresh water beach nearest your school.
3 Name and locate (using the grid system) the salt water beach nearest your school.

THE LAND AND US — Know Rhode Island

Activity 15

Read RHODE ISLAND LIGHTHOUSES and do the following:

1 What is the symbol for a lighthouse on the map of Rhode Island?
2 Locate (using the grid system) the SIXTEEN lighthouses/light tower mentioned in the reading.
3 What are the functions of a lighthouse?
4 Draw or construct a model of a lighthouse.

A joining effort with the art teacher might be useful.

THE LAND AND US — Know Rhode Island

Activity 16

Examine the LEGEND on the map of Rhode Island. Find the scale of miles. Using some type of rule or straight-edge, do the following:

1 Find the community in which your school is located. What is FIVE miles from your community to:
   the North?
   the South?
   the East?
   the West?
2 What is approximately SEVEN miles west of Mooresfield?
3 How long is the Newport Bridge?
4 How far is it, in a straight line, from:
   Esmond to Harmony?
   Point Judith to Sakonnet Point?
   Hope to Liberty?
   Adamsville to White Rock?
   Watch Hill to Grant Mills?
5 If you took off from the airport at grid F-8 and flew to the airport at grid E-3, how far was your flight?
6 Convert all your mileage above to the metric system.

THE LAND AND US — Know Rhode Island

Activity 17

Examine the LEGEND on the map of Rhode Island and note the "mileage between stars" entry which refers to highway mileage. Do the following:

1 Find the junction of Routes 2 and 102 (at the North Kingstown - Exeter line). Note the star. Go west to the next star at the junction of Route 102 and New Road. The number in black somewhere between the stars is the mileage. What is it?
2 What is the mileage between:
   the junction of Routes 6 and 102 (Chopmist) and the junction of Routes 6 and 94?
   West Glocester and Chepachet via Route 44?
   Washington and Coventry Center via Route 117?
   Hoxsie and Shawomet via Route 117?
3 What is the mileage from the junction of Routes 1 and 2 (Charlestown) to the junction of Routes 138 and 2 via Route 2?
4 What is the mileage from Millville to Frenchtown via Route 165 east to Route 3; north to Division Road (Route 401); east to Route 2; south to Frenchtown?

Seaside City

Simulation games are operating models of real life situations which involve role-playing, with roles being acted out to correspond to the functioning of some real process or system.

They also allow experimentation and alternate behavior. Playing simulation games is a way of dealing with cause-effect, decision-making, political systems, environmental awareness and citizen action.

Simulation games dealing with the environment can be learning experiences not only for the question of the environmental issue but also for the skill development that can take place.

Objectives

Students will:
1 Gain an understanding of land use alternatives.
2 Gain an understanding of the inter-relationships that exist in the environment.
3 Gain experience in preparing for the defense of and defending a specific choice.
4 Gain experience in group problem-solving.

NOTES

Materials

1 set of 25 student activity cards, Task A
*Newsprint, chart paper, or butcher paper
*Marking pens
*4-5 sets of Tasks B, C and C_1 cards (Sample cards are printed in the guide)

*Not included in THE BOX

Activities

1 Inferring Recording and Classify Possible Uses of Land

Distribute Task A, cards. Tell the class that the problem is to decide some of the possible uses of the 1 square mile of vacant land which has become available for the city's use.

Task A card is on the next page

SIMULATION GAME - SEASIDE CITY

TASK A - (10 minutes) Work by yourself

One square mile of unused country land located near Bluenose Bay four miles east of the city is now available for the city's use.

Read the background information for Seaside City and then list some possible uses for the vacant land.

BACKGROUND INFORMATION: SEASIDE CITY

The population is 150,000 and rapidly increasing.

The city's boundaries are being extended, but the suburban fringe is expanding even more rapidly.

Adequate highway access and a skilled labor force are available.

The city is located on Bluenose Bay to the south.

The land to the north and west is devoted mainly to farming.

The Cod River is unpolluted and is a source of both commercial and sport fishing.

Industrial & electrical generating plants in the area are dependent exclusively on fuel oil as an energy source.

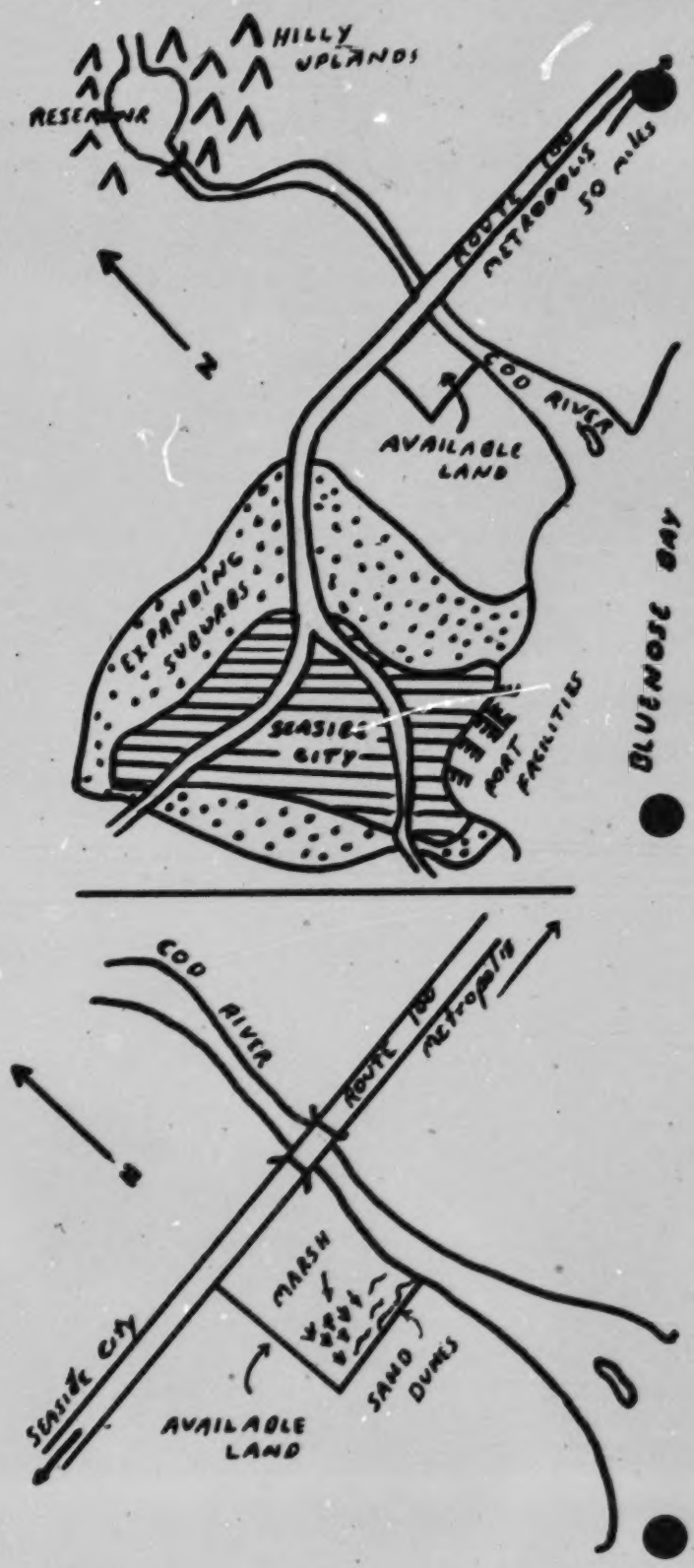
Seaside City has an existing deepwater port and the depth of the water near the available land is sufficient for port facilities.

The river bed is an appropriate source of sand and gravel for construction.

The present sewage treatment plant and garbage disposal area are at maximum capacity.

The citizens of Seaside City are concerned about the maintainance of scenic regional enviroment.

The county planning board is the authority for land zoning, and many citizens' groups are developing to influence zoning decisions.



NOTES

Questions:

a What are some possible uses for the undeveloped land?

As students respond, write all comments on board, just as they say them. Don't paraphrase for them unless they are too wordy, in which case, ask: "How shall I write that on the chart?" If they give major categories right away, like Recreation, or Industry, say, "Can you give me an example of that?" Number the items as you go along--to simplify identification later. When you get 15 or 20 items, STOP.

b Which of these uses are similar?

Designate similar uses by letters--A, for all of one type; B, the next, etc. When most are designated with a letter, or the group seems to run out of thoughts, STOP. It's alright to change the groupings if the students change their minds along the way.

c What label could we give to all the items in A? What label could we give to Group B?, etc.

Recreation, Industrial, Utilities, Housing, Commercial. It's alright if they suggest more than one label for a Group; write them down.

2 Developing And Giving Presentations

Divide the class into groups of 6-10 students. Assign each group one of the labeled categories from 1, c above. Inform each group that they represent the special user group assigned.

Pass out TASK B and inform the students they have 10 minutes to list and analyze possible uses for the vacant land in their assigned category. They may consider those listed on the board in their category plus any other possible uses.

NOTES

TASK B: (10 minutes) Group #_____Assigned Category of Land Use_____

Your task is to analyze and list possible consequences of different land uses within your assigned land use category.

Use	Advan. to land/people	Disad. to land/people

At end of 10 minutes, proceed to Task C. Tell the group that they have 20 minutes to plan and develop a 3-minute presentation to be made to the County Planning Board with the following rules:

a) This presentation will be a proposal for developing the undeveloped area.
b) You must have a visual display such as a land use map drawing as a part of your presentation.
c) More than one person in your group must help in making the presentation.

Distribute Task C cards.

NOTES

TASK C: (20 minutes)

Develop a method to present your plan of development to the County Planning Board.

Ten minutes into TASK C, have each group select one of its members to meet together as the County Planning Board. Take the Board into another room, and tell them they will be responsible for hearing the presentations and deciding upon the best one. Their job in the next 10 minutes is to:

Develop the criteria they will use in evaluating the proposals.
Develop some kind of matrix (similar to the model below) they can each use while the presentations are being given to record their evaluations.
Elect a chairman to preside during group presentations.

TASK C-1

Presentation	Criteria			

Shortly after the Planning Board leaves the room, remind the student they have approximately 8 minutes left to have their verbal and visual presentation ready. Let groups have 5 more minutes to finish if needed.

Have the County Planning Board enter and sit in front of room. Appoint a timekeeper to end presentations at 3 minutes (give 1 or 2-minute warning.) Announce: "Because of time, there will be no rebuttals or discussion." The Board may want to ask questions after all presentations. However, allow only 5-10 minutes for this part.

Following presentations, direct the Board to retire for 5-10 minutes to select the best proposal.

While Board is meeting, have each group develop a list of criteria they think should be used in choosing.

NOTES

TASK C con't.

Have County Planning Board return, read their criteria aloud, announce their decision and give their reasons why.

Questions:

a) How did your group work as a team? What did your group do to insure participation by all members of group?
b) What happened in the groups? How did you feel as a person? What about the criteria the Board used?
c) What additional data would you have liked to have had for your groups? List on board (e.g.: topography, climate, soil survey, historical information)? What elements in the community discussion might support each interest?

Special Note

This is one of the most important parts of the activity because it emphasizes that we need a variety of information and data before we can intelligently make a land management or environmental decision to best meet the needs of people and their environment.

Examining A Community

This section allows the students to apply some of their experiences in land-use and environmental activities. Through the use of a collection of aerial photographs of portions of two Rhode Island communities the students will examine the real rather than a cartographic representation.

Objectives

NOTES

Students will:

1 Become aware of the use of aerial photographs.
2 Identify and classify land use.
3 Make inferences concerning the relationship between transportation facilities and change.
4 Understand the concept of land development.

Materials

Four aerial photographs
Rhode Island Highway map
*Marking tools which make marks that can be eradicated (ex. eyebrow pencil)

*Not included in THE BOX

Activities

1 Identification and Classification

Giving only the essential information (i.e. one set is the junction of Routes 2 and Interstate 95; the other is Newport) have the students, individually, small groups or as a class, locate on the map of Rhode Island the area covered by the aerial photographs and determine the major points of the compass on the photographs.

Using the 1965 aerial photograph (numbered 18-1054 and 26-1561) ask the students to develop a list of as many things as they can identify. After the list is developed ask:

a Which of these items are similar?

Like Seaside City designate similar uses by letters - A, for all of one type; B, the next, etc. When most items are designated with a letter, or the group seems to run

NOTES

out of thoughts, STOP. If the students wish to change the grouping it's all right.

b What label could we give to all the items in A? In Group B? etc.

Recreation, Industrial, Commercial, Transportation, Utilities, Housing, Public Services, etc.

2 Inferring Relationships and Projecting in a Rural Area

Special Note

The intent in this activity is to explore cause - effect relationships, and the inter-relationships between one example of change and another.

Using the 1970 aerial photograph of the junction of Route 2 and Interstate 95 ask students to find examples of changes from the 1965 photograph of the same area.

Questions:

a What may have caused these changes?
b Give some examples of how one change caused other changes. Explain.
c Identify, and explain, what you think is the most important example of change between the two aerial photographs of that area.

Have the students select an example of change and tell how it might effect the natural environment.

Questions:

a Based upon the changes you have seen from 1965 to 1970, and based upon our discussion about change, what do you think is going to happen to this area over the next few years?
b How is that good?
c How is that bad?
d How would you change it?

3 Inferring Relationship and Projecting in an Urban Area

Comparing the 1970 and 1965 aerial photograph of Newport Harbor ask students to find examples of:

Changes in land use categories.
Changes within one land use category.

Questions:

a What may have caused these changes?
b Give some examples of how one change may have caused other changes. Explain.
c What might be the reasons for the amount of change, particularly along the waterfront?
d How might change in a rural or suburban area, such as in the other photographs, influence change in an urban area?
e How has the natural environment been affected?

NOTES

Improving Your Community

This section allows for further application of the students experiences in land-use and environmental activities by having them consider their community from a new perspective.

Objectives

Students will:

1 Develop a model of the immediate community.
2 Identify and classify land usage in the area.
3 Understand the concept of zoning and zoning in the immediate community.
4 Develop a "model" neighborhood based upon community needs, zoning laws, and environmental concerns.

Materials

Three-dimensional building representations
*1 large piece of heavy cardboard

*Not included in THE BOX

1 Mapping the Community

Explore with the students ways to develop a map of the immediate community.

Special Note

Community maps are frequently available from Chambers of Commerce and town halls. Aerial photograph information as well as town map information may be available from Statewide Planning (refer to the Resources List in this guide for the address).

Using whatever maps and photographs you can obtain as well as actual surveying by the students, develop a map of the neighborhood on the cardboard. Limit the size of the area to be surveyed and mapped.

NOTES

2 Land-use Identification and Classification

NOTES

Introductory questions:

Based upon your knowledge of the community, how is the land being used? (General land-use categories are desired).

Have the students design a data-collecting form which will allow for quick identification and recording of land-use. Then send the students out into the mapped area to determine land-usage.

In the classroom, have the students assign a color to each category of land-use; color the area on the map, according to the code.

3 Zoning

See ARTS, Buildings in Rhode Island, Community Activities

Find out which local official is responsible for or most frequently deals with zoning in your community. Invite him/her into the classroom as a resource person.

Prior to that visit have students prepare a list of questions to ask which will lead to an understanding of zoning in your community.

By either sending students to the town office in which the zoning maps are kept or asking the resource person to bring zoning maps into the classroom, have students obtain the necessary information to key their map so that it reflects the zoning in effect.

Does the land-use in your area appear consistent with the zoning laws? If not, have students verify all their data and, if their data is correct, examine all options related to this discrepancy.

4 Community Interviews

Review with students what they have learned about their community. Based upon the fact that most of the acquired data has been gathered through student observation, etc., ask the following questions:

What have been the sources of the data you collected?
What other kinds of sources could we use?

Discuss with the class the importance of establishing why they should talk to people in the area.

Have the students develop a questionnaire and a plan for interviewing area residents. Ask the residents questions to acquire information as to what residents think of the area; would like to see changed; the directions in which they see the community going; and inquire into residents knowledge of zoning laws.

NOTES

After interviews, have the class tabulate results and discuss the collected data. Interpret. What does it mean? To whom?

5 Projecting

Working in small groups have students project the direction in which they think the community is going, and why they think this way.

Have groups present and discuss their projections. Ask if any alternatives exist. Discuss these. Include in the discussion possible ways to accelerate, retard or change direction.

6 Improving Your Community

Explain to the class that they now must develop their map so that it reflects how they feel the community should be, keeping in mind, the ideas and needs of the people in the neighborhood, as well as sound land-use.

Divide the class into several groups and have each group prepare a presentation "selling" their plan for redevelopment.

Re-establish a planning board (from Seaside City Simulation Game) or set up a similar process for selecting a proposal. After selection let the class redevelop their map.

Almost a Million

This section is designed to use a series of eight maps as the basis for a study of the census data of 1970, growth trends of this century and the population comparisons between our state and our statistical subordinates.

Objectives

Students will:

1 Understand and be able to differentiate between population distribution and population density.
2 Understand Rhode Island - United States population comparisons.
3 Be able to identify growth trends of their community within this century.
4 Gain competency in the interpretation of maps.

Materials

1 set of 8 map sheets of Rhode Island.
*1 author's commentary of above maps entitled Almost a Million.
Student activity cards.
Rhode Island Highway Map.

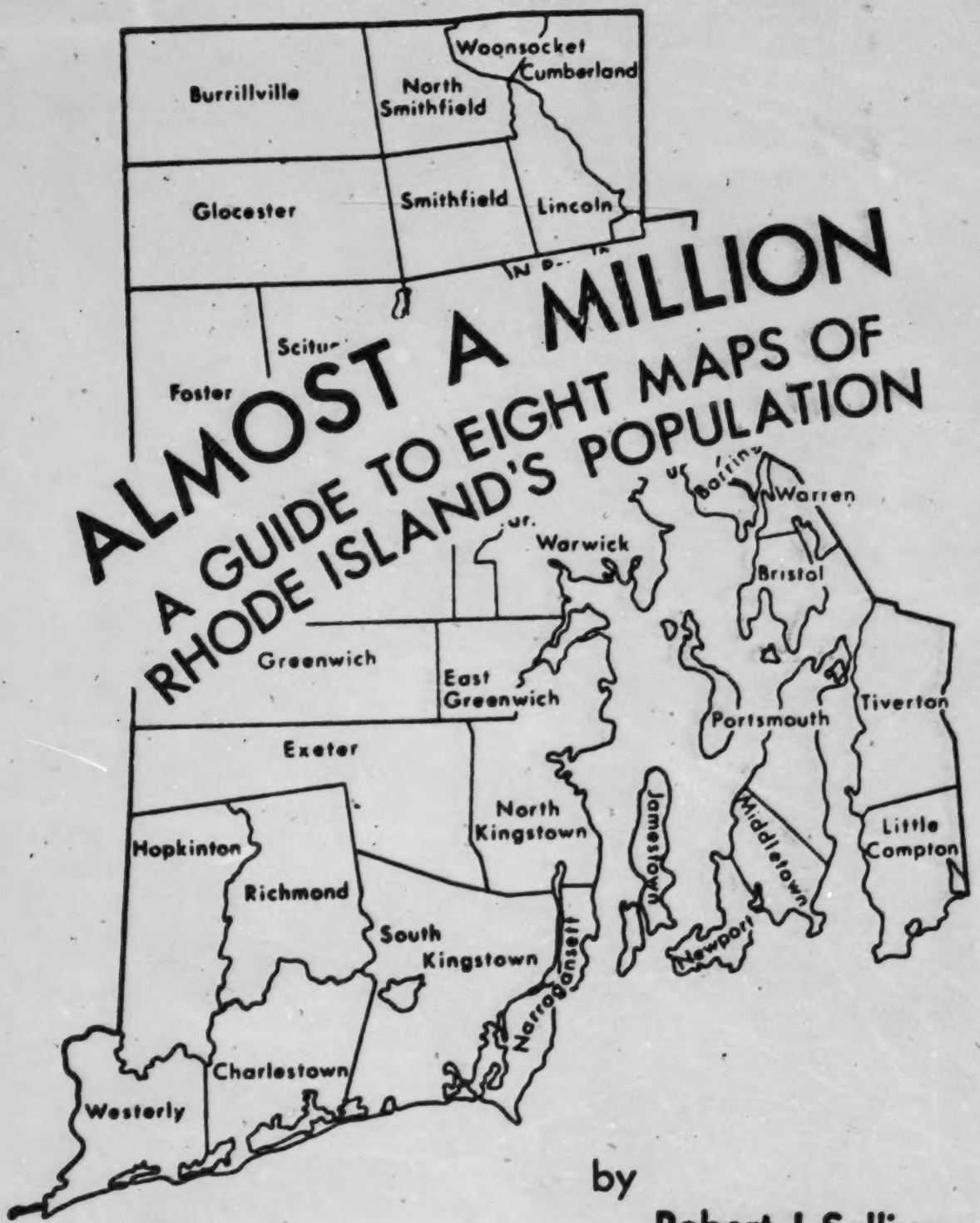
Activities

All the activities are self-directing for students and the 7 activity cards are in THE BOX. They are also printed here.

Although the activity cards could be used individually, it is suggested that the teacher utilize small groups. The activity cards contain numerous interpretive questions and the teacher's discussion skills may be needed to facilitate the student's responses.

NOTES

*Printed on the following pages of the Guide for teachers' use only.



ALMOST A MILLION

A GUIDE TO EIGHT MAPS OF RHODE ISLAND'S POPULATION

by

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1974

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CONTENTS

Introduction. . . . . bb

Map 1: Population Distribution, 1970 cc

Map 2: Population Density, 1970. . . . . dd

Map 3: Population Change, 1960-1970. . . . . ff

Map 4A: Twentieth Century Decade of Greatest Growth. . . . . gg

Map 4B: Twentieth Century Decade of Least Growth ii

Map 5A: Municipal Population Concentrations. . . . . jj

Map 5B: The Eight Cities of Rhode Island . . . . . jj

Map 6: Center of Gravity of Population . . . . . kk

Map 7A: Rhode Island's Numerical Subordinates. ll

Map 7B: Rhode Island's Subordinates in 1960-1970 Growth. ll

Map 8: Municipalities. . . . . mm

Appendix 1: Population Distribution, 1970. . . . . oo

Appendix 2: Population Density, 1970 . . . . . pp

Appendix 3: Population Change, 1960-1970 . . . . . qq

Appendix 4A: Twentieth Century Decade of Greatest Population Growth. . rr

Appendix 4B: Twentieth Century Decade of Least Population Growth . . . ss

Appendix 5: Municipal Population Concentrations. . . . . tt

INTRODUCTION

Although formal education in communications is frequently limited to the development of language skills, it is often awkward or impossible to express ideas or convey information in the language of words. On such occasions expression through music, dance, sculpture, or graphics may prove more meaningful. In describing distributions on the face of the earth, one logically communicates through the graphic medium of maps. Maps are indispensable in dealing with the spatial aspects of features and conditions on the earth's surface, whether these features be visible such as rivers and cities, or invisible such as political variations and family income.

In this portfolio of eight maps an attempt is made to describe, in a spatial context, some of the salient characteristics of Rhode Island's population as tabulated in the most recent general census of the United States--that of 1970. In addition, maps based on earlier census data show growth trends through the first seven decades of the current century.

This commentary includes an analysis of each map and tables of specific data upon which the respective maps are based. Names of the state's cities and towns have been omitted from the first seven maps in order to avoid clutter and confusion. The eighth map is included in the series to aid the reader in identifying the state's cities and towns.

MAP 1: POPULATION DISTRIBUTION, 1970[1]

Circles, dots, and ship outline symbols are used in the population distribution map. Cities are represented by circles drawn in proportion to the respective populations represented. It will be noted that the use of graduated circles distinguishes the cities from the towns and avoids clutter which would ensue if dots were used to represent such large concentrations of population. Besides preserving the city-town distinctions, the use of dots to represent town populations allows the population distribution to be depicted more precisely than would be possible if graduated circles had been used throughout. The ship symbol is used to represent ships' crews and others in group quarters. This latter segment of the population is distinct in being less sedentary than the general population.

The most apparent fact revealed by the map is the unevenness with which the state's population is distributed. This characteristic is not unique to Rhode Island--it is shared by more of the nation's states. The concentration of population in the eastern part of the state is largely a result of the historic and contemporary attraction of Narragansett Bay and the relatively flat land adjacent to it which, through the years, has been easiest to develop. Viewed more specifically, the population is concentrated in the Providence area at the head of the bay.

Through time the pattern of population distribution has undergone many changes. Very early in the history of Rhode Island the population was concentrated in a few Narragansett Bay settlements. As farming spread inland, the population became a little more evenly distributed. In time, nodal settlements developed along rivers as mills were established at sites where water power could be utilized. The introduction of textile machinery and steam engines gave rise to rapid industrial growth in the nineteenth century. As a result, the state's urban population was swelled by immigrants and by people who left farming areas of the state to work in the factories of the cities and in industrial villages along the rivers. The rapid growth of manufacturing during the second half of the nineteenth century caused the state's population to be much more centralized than it had been earlier.

During the present century, particularly since World War II, the state's population has become more uniformly distributed as a result of large numbers of people leaving the industrial cities to create sprawling suburbs oriented to the state's network of major highways.

Very recent social and economic changes may bring about a moderate flow of people from the suburbs to the core cities during the next few decades. Such a trend would cause the population to become more centralized than it is now. Thus the degree to which the state's population is dispersed or concentrated is influenced by economic, technological, and social changes.

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[1]See Appendix 1.

In areas of western Rhode Island which are remote from Narragansett Bay and the Blackstone and Pawtuxet valleys, the population is rather sparse and is generally oriented to a highway network which is much more limited than that of eastern Rhode Island. Villages were established in a few favored locations. These included such places as Harrisville, Chepachet, and Hope Valley. In most such places local mills provided the basis for settlement growth.

In addition to the general wilderness, several water bodies and state reservations leave large open areas in the dot pattern of the western portion of the state. These population voids include the Scituate Reservoir, the Worden Pond-Great Swamp region of South Kingstown, Burlingame State Park in Charlestown, and the George Washington Management Area in Burrillville and Glocester. These highly visible features of the western Rhode Island population pattern are replicated on the population distribution map.

MAP 2: POPULATION DENSITY, 1970[1]

Like other maps of this series, the population density map is derived from data which indicates where people reside.[2] A population map based on the whereabouts of people during the business day would present a different picture in its finer details. Any map of population density is, at best, a generalization of variations in the ratio of people to space on the surface of the earth. A detailed examination of these areas noted as having 5000 or more people per square mile would reveal small areas of much lower density and some places such as parks or industrial districts which have no resident population at all. Similarly, the extensive zones having over-all densities of less than 100 per square mile have a few villages and hamlets in which much higher densities prevail over very small areas. In addition, the population density along highways would be greater than in the hinterlands.

Among the states, Rhode Island is second only to New Jersey in population density. A knowledge of this very high density causes many to express surprise upon discovering that much of the state consists of woodlands. Sparsely populated western Rhode Island is offset by dense concentrations of population in the eastern half ot the state resulting in an over-all density of 905.4 per square mile. With 15,597 people per square mile in 1970, Central Falls was the state's most densely populated municipality. West Greenwich was at the opposite extreme with a density of 36 per square mile.

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[1] See Appendix 2.

[2] The map is based on census tract data. A census tract is a statistical unit which usually contains about 6000 residents. A very populous municipality would be subdivided into many census tracts. A sparsely populated town may have only one census tract and this would have the same areal extent as the town. For example, Providence contains thirty-seven census tracts, Bristol is composed of six, and one census tract extends over all of Exeter.

Despite population declines, the old cities of the state--Providence, Pawtucket, Central Falls, Woonsocket, and Newport--still have the largest areas of greatest population density. The high density which characterizes Providence extends over the city line into earlier settled portions of North Providence, Johnston, and Cranston.

Several mill villages such as Lonsdale, Berkeley, and Manville are responsible for the ribbon of moderate population density which extends along the Blackstone River connecting areas of very high density in the vicinity of Woonsocket and Providence.

A zone of moderate population density extends southeastward from the head of Narragansett Bay to northern Tiverton. Compact neighborhoods in the Wachamocket and Riverside sections of East Providence have densities of more than 5000 people per square mile. Similar densities are found in core areas of Warren and Bristol. A zone of high population density extends from Fall River, Massachusetts, into northwestern Tiverton. Zones of moderate density (1000 to 2500 people per square mile) beyond these nodes of high density are attributable primarily to suburban growth since World War II.

A belt of moderately high population density extends as a semi-circular band around the metropolitan core from Cumberland to North Kingstown. Most of this zone is suburban in character. A notable exception is the zone of very dense population in West Warwick which had its origins in the eighteenth century industrialization of that portion of the Pawtuxet Valley. North Kingstown's areas of moderately high density resulted from typical suburban growth and the presence of the Quonset Point Naval Air Station.[1]

The University of Rhode Island, Wakefield, and Narragansett Pier are focal points in a zone of moderate density that extends from the university village of Kingston to the mouth of Narragansett Bay.

Among the bay island, Aquidneck is by far the largest and most populous. In 1970 the zone of dense population in Newport and Middletown contained many naval facilities and was composed largely of people associated with the navy. Another segment of the population was supported by retail enterprises and other service businesses which depended heavily upon the naval presence. The recent closing of naval facilities on the island will likely have an impact on the island's density patterns.

The relatively low densities of much of Aquidneck Island, Jamestown, Prudence Island, Tiverton and Little Compton are attributable to isolation from the core of the Providence metropolitan area and the reluctance of many owners

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[1]Population losses which have occured recently as a result of the base's closing will likely be offset by an influx of "suburbanites" attracted by available housing.

of large tracts to allow their holdings to be subdivided.

An almost unbroken pattern of low population density prevails over western Rhode Island. The most significant exception to this pattern is the core district of Westerly which is the regional center for southwestern Rhode Island. The presence of several manufacturing villages is the principal factor responsible for the zone of moderate density which extends into eastern Burrillville and Glocester.

MAP 3: POPULATION CHANGE, 1960-1970[1]

Between 1960 and 1970 the population of Rhode Island increased by 10.5 percent or 90,235 people compared with a national increase of 13.3 percent or 23,861,597 people for the same period. The geographic pattern of numerical population change in Rhode Island conformed to that of the nation as a whole. Here as in most of the country the old centrally located cities have declined in population while suburban municipalities have grown very rapidly.

Five municipalities declined in population during the decade. This group included the principal regional centers of the state--Providence, Woonsocket, and Newport, and the old industrial cities of Pawtucket and Central Falls. The growth in the remaining thirty-three municipalities of the state was generally suburban in character.

Most suburbs in Rhode Island are oriented to the Providence core. The suburban realm consists of an inner ring of municipalities in which the number of choice tracts available for residential development was limited because of widespread growth prior to the 1960's. As a result, only moderate population growth was experienced in most suburbs of the inner ring. East Providence, Cranston, and Warwick are examples of inner ring suburbs.

The frontier of suburban growth advanced into the outer zone in the late 1950's and early 1960's. An abundance of open space enabled towns of the outer ring to accomodate a large influx of expatriates of the core cities. Since a major portion of the migrants were young adults, the population of the outer ring of suburbs was raised not only by the migrants themselves but also by high rates of natural increase which ensued. Towns of the outer ring experienced population increases of one-third or more between 1960 and 1970. Glocester, Scituate, East Greenwich, and Narragansett are examples of towns of the outer suburban ring.

A few towns were beyond the suburban frontier through most or all of the 1960's. As a consequence, their growth was somewhat less than that of the outer ring of suburbia. Burrillville, Foster and Hopkinton were the

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[1]See Appendix 3.

principal towns of this category. If municipalities were subdivided on the map, probably the western portions of Glocester, Coventry and West Greenwich would also qualify for this category of low population growth.

The principal reason for the large statistical decline in Newport's population and the large statistical increase in Middletown's was the U. S. Bureau of the Census decision in the 1970 census to consider fleet personnel as residents of the municipalities where their ships were berthed rather than as residents of the municipalities where their administrative bases were located.

In the 1960's as in decades past, young people left Block Island in pursuit of careers and other interests. Although the isolation of the island precludes great residential growth, the loss of islanders in the 1960's was offset by people who went to the island in retirement, to manage resort facilities, or to pursue occupations which are not impeded by the isolation. Although the population grew by only .6 per cent, it was the first decade of this century in which the island did not record a population loss.

MAP 4A: TWENTIETH CENTURY DECADE OF GREATEST GROWTH[1]

The patterns of growth which prevailed during the latter decades of the nineteenth century continued into the early decades of the twentieth. The industrial cities and many of their neighboring municipalities experienced their most rapid twentieth century growth during the first third of the century. Although the principal cities had experienced their most rapid growth prior to 1900, their growth in the first decade of this centurty was considerable. Continued growth in manufacturing sustained the flow of immigrants and rural residents to the cities Providence, Pawtucket, Central Falls, and Woonsocket experienced population increases of more than 25 percent during the first decade of the century. From the map it is clear that several other municipalities in the vicinity of Providence also experienced peak twentieth century growth during the early decades of the century. A combination of industrial opportunities and early suburbanization influenced growth in such places as East Providence, Cranston, and Warwick.

During the Depression decade of 1930-1940, birth and immigration rates were at a very low ebb. As a result, the United States experienced a population increase of only 7.3 percent--the lowest decennial increase in the nation's history. Rhode Island's growth was 3.8 percent during this period. None of the state's thirty-nine municipalities experienced peak twentieth century growth during the 1930-1940 decade.

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[1]See Appendix 4A.

An increased birth rate, the expansion of naval facilities, the wartime industrial boom, and postwar suburbanization were factors which influenced population growth in the 1940's. Among the municipalities which experienced their greatest twentieth century growth between 1940 and 1950, North Kingstown and Portsmouth grew rapidly as a consequence of major expansion of naval facilities.

It appears that the four other municipalities which experienced 1940-1950 growth peaks did so principally as a result of a small suburbia-bound population influx. Since these towns had rather sparse populations in 1940, small absolute increases produced high percentage increases. With the exception of West Greenwich the towns grew almost as rapidly in the 1950's as in the 1940's.

Much of the suburban growth in the 1950's consisted of a "filling in" of empty space in municipalities close to Providence which had experienced peak twentieth century growth early in the century. Although the absolute increases in such places as Cranston and Warwick were great, the 1950 populations were great enough to prevent the growth rates from exceeding those experienced early in the century. In four municipalities of more limited population, 1950-1960 suburbanization was sufficient to produce twentieth century peaks. The city of Newport also experienced its twentieth century peak during this decade.

By the 1960's the frontiers of suburbia were reaching the more remote fringes of the state. Scenic landscapes and the potential for water recreation made Washington County ("South County") particularly attractive. New highways constructed in the 1960's put the region within commuting distance of Providence. Many people who had summered in Washington County converted their seasonal dwellings for year round use and became permanent residents thereby contributing to rapid population increases in the region. Real estate developers, recognizing the potential demand, provided dwellings which encouraged people from the more congested parts of the metropolis to migrate to Washington County. The influx of population brought peak twentieth century population growth to most Washington County municipalities and to neighboring East Greenwich during the 1960-1970 decade. The towns of most rapid growth were Narragansett which increased by 107 percent, and North Kingstown and East Greenwich each of which grew by 57 percent. The 1960-1970 experience of Little Compton was similar to that of Washington County, but on a much smaller scale.

The suburban development of the uplands to the west of Providence brought twentieth century growth peaks to Glocester and Scituate during the 1960-1970 decade. The statistical transfer to naval personnel from Newport to Middletown during the 1960-1970 decade gave the latter a growth peak for the period.

New Shoreham, which declined in population through the first six decades of the century, experienced a population increase of three people between 1960 and 1970. This produced a relative increase of .6 percent. Although the increase was very small both absolutely and relatively, it was a major change from the 33.6 percent decline which the island experienced during the previous decade. As indicated earlier, the rejuvination of tourism and a small influx of self-employed professionals are principal causes of the change.

MAP 4B: TWENTIETH CENTURY DECADE OF LEAST GROWTH[1]

In its broad patterns, Map 4B indicates that the growth trends of the state's various municipalities were reversed between the first decade of the current century and the present. For example, Providence experienced its greatest twentieth century growth between 1900 to 1910 and its minimum between 1950 and 1960. In contract, Glocester's twentieth century decade of least growth was 1900 and its peak was 1960 to 1970. Many similar reversals are apparent when maps 4A and 4B are compared.

In general, twentieth century growth minimums which occurred early in the century are attributable to declines in agriculture which began in the nineteenth century. Most municipalities of western and southern Rhode Island experienced twentieth century growth minimums during this period.[2]

Population displacement resulting from the establishment of the Scituate Reservoir was a major factor causing that town's decade of minimum twentieth century growth to occur between 1920 and 1930.

The Depression decade was a period of minimum twentieth century growth for many municipalities near Providence in which population growth associated with scattered manufacturing and/or suburbanization was reduced sharply or even reversed. Unusually low birth rates contributed to the lack of significant change. Cranston and East Providence are representative of this category of municipalities.

An influx of naval personnel, increased employment opportunities, and a rise in the state's birth rate were factors which prevented any Rhode Island municipalities from experiencing minimum population increases during the 1940's.

As a result of population declines caused by migration to the suburbs, Providence, Woonsocket, and Central Falls experienced population declines which caused the 1950-1960 decade to be their time of minimum growth in this century. Because significant numbers of new dwellings, which were delayed from the World War II years, were being built in some preferred sections of Pawtucket during the 1950's, the city's twentieth century growth nadir was not reached until the 1960-1970 decade. As indicated earlier, Newport's 1960-1970 minimum is attributable to the computational transfer of naval personnel from that city to Middletown.

A continuing exodus of young people from New Shoreham through the first six decades of the century caused the island town's birth rate to decline. As a number of elderly became disproportionately great, the town's death rate became the highest in the state. The island's population declined through the first six decades of the century reaching a loss of -33.6 percent in the 1950's.

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[1]See Appendix 4B.

[2]Suburban growth brought very rapid growth to many of these same municipalities later in the century.

MAP 5A: MUNICIPAL POPULATION CONCENTRATIONS[1]

Map 5A emphasizes the degree to which Rhode Island's population is concentrated in a few municipalities of upper Narragansett Bay. The principal cities of the metropolitan core are Providence, Warwick, Cranston, and Pawtucket. Although these four cities extend over only 9 percent of the state's land area, their collective population is nearly half the state total. If the six municipalities in the 25,000-50,000 population range are added to the first group, 66 percent, or two-thirds, of the state's population is represented on 19 percent, or less than one-fifth, of the total land area.

All the municipalities having populations in excess of 25,000 are located in eastern Rhode Island. Each of these ten municipalities is situated on Narragansett Bay or the Blackstone River. Ten additional municipalities fronting on the bay or the river contained a total of 100,795 people. Thus 77 percent of the state's 1970 population was concentrated in municipalities situated on Narragansett Bay or the Blackstone River. The population concentration could be thought of as the Narragansett Bay-Blackstone Valley Population Axis.

MAP 5B: THE EIGHT CITIES OF RHODE ISLAND

Six of Rhode Island's eight cities are clustered at the center of the Narragansett Bay-Blackstone Valley Population Axis forming the state's metropolitan core. The areas extending north from the core to Woonsocket, and south from the core to Newport, are composed of a mixture of old villages and suburban subdivisions.

Providence and Pawtucket grew as two distinct and independent urban centers. Eventually, in outward expansion, their built-up areas merged. Providence became the state's dominant city and Pawtucket can be designated as a "satellite city" with respect to Providence. In a similar relationship, Central Falls may be regarded as a satellite of Pawtucket.

In both the historical context and contemporary conditions, Cranston and Warwick are very different in their relationship to Providence. Although their economic dependence is decreasing, both cities are essentially "bedroom communities" with respect to Providence. Both cities emerged from a nineteenth century landscape which consisted of small industrial villages and intervening expanses of farms and woodlands.

Through much of the twentieth century, Woonsocket and Newport retained their urban independence from the state's metropolitan core. As a consequence of declines in the textile industry, however, Woonsocket, is becoming a bedroom community of the metropolitan core. Until the present, Newport has remained independent of the metropolitan core. The recent closing of naval facilities could cause many in the city's labor force to seek jobs in the vicinity of Providence or Fall River, Massachusetts. In that instance

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[1] See Appendix 5.

the city would lose what significance it has as an urban focal point at the southern end of the Narragansett Bay-Blackstone Valley Population Axis.

In time some of the state's more populous towns could become cities if, as a result of developing civic goals, there is agitation for charter changes. If North Kingstown and Middletown can rebound from the adverse effects of the closing of naval bases, they may become cities within the closing decades of the twentieth century. North Providence, West Warwick, and Coventry could also become cities during the same period. If these three towns were to become cities, they would be the first cities of the state not located on Narragansett Bay or the Blackstone River.

MAP 6: CENTER OF GRAVITY OF POPULATION

The center of gravity of population concept is useful in understanding changes in patterns of population distribution. In effect the center is the balancing point of the population. To understand the concept one must consider the state as a weightless platform upon which each individual is standing at his place of residence. In addition, all individuals would be of the same weight. Under these circumstances the platform would balance at a specific point. The point is referred to as the center of gravity of population. Non-uniform increases in population and/or migration cause changes in the location of the center of gravity of population. The direction and rate of movement are important indicators of broad trends in the region's population distribution.

In 1910 Rhode Island's center of gravity of population was situated in Providence near the intersection of Elmwood and Potters avenues. By 1930 the center had moved approximately one-half mile in a northeasterly direction to the vicinity of Saint Joseph's Hospital. Between 1930 and 1950 the center shifted southwestward to a position near the Providence-Cranston city line on Pontiac Avenue. The new location was approximately one and three-fourths miles from the center's 1930 location. Continued southwestward movement between 1950 and 1970 brought the center to a point in Cranston about one-fourth mile east of the junction of Garden City Drive and Pontiac Avenue. The 1970 center was approximately 1.8 miles southwesterly of the 1950 center.

It is interesting to note that the migration of the center between 1950 and 1970 was very similar in direction and distance to the migration between 1930 and 1950. It should be noted also that the movement in the north-south direction has been much greater than in the east-west direction. Between 1930 and 1970 the center moved approximately 3.5 miles to the south, but only 1.2 miles to the west. To a large extent this is a consequence of the attractiveness of Narragansett Bay and the orientation of new highways such as Interstate 95.

If suburbanization is an important factor in population change during the decade ahead, the center of population will probably migrate in a more westerly direction in response to the availability of desirable tracts for subdivisions.

Barring other changes, population losses resulting from the closing of naval bases in eastern Rhode Island will also contribute to a westward movement of the center. It is possible that the growth in apartment living will effect a westward tendency in migration of the center of population since apartment construction will probably continue to be concentrated in eastern Rhode Island.

MAP 7A: RHODE ISLAND'S NUMERICAL SUBORDINATES

It is common knowledge among Americans that Rhode Island is smaller in area than any other state. This fact is probably given far too much emphasis since area is only one measure of size. In terms of economic productivity, institutions of higher education, communications, recreational attractions, and by a variety of other measures, Rhode Island ranks much higher than fiftieth in the union of states. Map 7A gives emphasis to Rhode Island's position among the states in terms of population. It will be noted that eleven states and the District of Columbia are smaller than Rhode Island in population. It is also significant that three states--Vermont, Wyoming, and Alaska--each had fewer than half as many people as Rhode Island in 1970.

MAP 7B: RHODE ISLAND'S SUBORDINATES IN 1960-1970 GROWTH

Although Rhode Island's population growth rate during the past century has been somewhat less than the national average, the state exceeded twenty-three other states and the District of Columbia in 1960-1970 growth.

The factors of numerical population change are births, deaths and migration. Rhode Island's birth rate during the 1960-1970 decade was a significant factor contributing to its rank among the states in population growth. Although all of the states experienced declines in their birth rates during the period, most of the states which were Rhode Island's subordinates in 1960-1970 growth experienced greater birth rate declines than Rhode Island did.[1]

During the same ten year period the decline in Rhode Island's death rate was unequaled by any of its growth subordinates. The relatively small birth rate decline and the outstanding drop in its death rate helped Rhode Island in achieving its decennial growth rank among the states.

International and internal migrations are important factors of population change among the states. Numerically the latter are far more significant then the former. The major migrations within the United States include:

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[1]The District of Columbia birth rate rose during the period.

1) a flow of blacks from the South to cities in other parts of the country; 2) a migration from farms to urban places; 3) an exodus from the central cities to the suburbs; and 4) a general westward movement. One or more of these migrations were important in preventing many states from growing as rapidly as Rhode Island during the 1960's.

The departure of blacks continues to limit population growth among several states of the South. For example, Mississippi experienced a migration deficit of 279,000 blacks between 1960 and 1970. The move from farm to city often involves crossing a state line. This was particularly common in migrations from farms of the Great Plains and Rocky Mountain states. A state line crossing was also experienced by some who left core cities for suburbs. This was a very important factor in New York. Because many people left New York City for suburbs located in nearby Connecticut or New Jersey, New York State's growth was less than it would have been if all of this city's suburbs had been located within the state.

All of Rhode Island's 1960-1970 growth subordinates experienced migration deficits for the decade. In contrast, migration produced a net gain of approximately 6,000 people in Rhode Island. This represented a .7 percent increase in the state's population. In summary, each of the three factors of numerical population change contributed to Rhode Island's growth superiority over 23 states and the District of Columbia during the 1960-1970 decade.

MAP 8: MUNICIPALITIES

Map 8 is included in this series to assist the reader in locating the thirty-nine Rhode Island municipalities, of which eight are cities and thirty-one are towns. On the map cities are distinguished from towns by the use of all upper case letters.

Many of the towns consist of several villages separated by rather extensive tracts of woodlands and fields. Such villages do not have any civil distinction within the respective towns of which they are part. For example, the villages of Wakefield, Peacedale, and Kingston, which are distinct and separate places on the southern Rhode Island landscape, lack civil distinction within the town of South Kingstown of which they are part. Because the village names in South Kingstown, or elsewhere, may be used much more frequently than the respective town names, the spatial aspects of governmental structure may not always be clear to some. In using these maps the reader may wish to refer to the Official State Highway Map to determine which villages are within a given municipality.

Some confusion also arises with respect to New Shoreham which is co-extensive with Block Island. In this case the name "Block Island" is the common reference, while the town name "New Shoreham" may be unfamiliar to many. It is interesting to note that opposite treatment is given to Jamestown which is co-extensive with Conanicut Island. In this case the town name is commonly used and the island name is almost unknown. In another case, ferry service routes to Prudence Island and Hog Island associate the

islands with Bristol, even though the islands are part of Portsmouth.

There are other sources of confusion such as the Potowomut exclave of Warwick. This peninsula south of Greenwich Bay has no land ties with the principal part of Warwick. Similarly, a small portion of Jerusalem village is part of Narragansett even though Point Judith Pond separates it from the main part of the town. A 5.5 mile route through South Kingstown is the shortest highway connection between the two segments of Narragansett.

The peculiarities cited above serve as a reminder that some caution is in order when considering the spatial context of population data.

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APPENDIX 1*
POPULATION DISTRIBUTION, 1970

Rank			Rank		
17	Barrington	17,554	7	Newport	34,562
16	Bristol	17,860	39	New Shoreham	489
25	Burrillville	10,087	8	North Kingstown	29,793
15	Central Falls	18,716	11	North Providence	24,337
34	Charlestown	2,863	27	North Smithfield	9,349
13	Coventry	22,947	3	Pawtucket	76,984
4	Cranston	74,287	23	Portsmouth	12,521
10	Cumberland	26,605	1	Providence	179,116
26	East Greenwich	9,577	36	Richmond	2,625
5	East Providence	48,207	28	Scituate	7,489
32	Exeter	3,245	21	Smithfield	13,468
35	Foster	2,626	19	South Kingstown	16,913
31	Glocester	5,160	22	Tiverton	12,559
30	Hopkinton	5,392	24	Warren	10,523
33	Jamestown	2,911	2	Warwick	83,694
14	Johnston	22,037	18	Westerly	17,248
20	Lincoln	16,182	38	West Greenwich	1,841
37	Little Compton	2,385	12	West Warwick	24,323
9	Middletown	29,290	6	Woonsocket	46,820
29	Narragansett	7,138		RHODE ISLAND	949,723

*After U. S. Bureau of the Census, 1970 Census of Population. Vol. 1, Characteristics of the Population. Part 41, Rhode Island. U. S. Government Printing Office, Washington, D. C., 1973.

APPENDIX 2*
POPULATION DENSITY, 1970
(number per square mile of land)

Rank			Rank		
12	Barrington	1,972	5	Newport	4,489
14	Bristol	1,751	38	New Shoreham	49
29	Burrillville	181	18	North Kingstown	685
1	Central Falls	15,597	6	North Providence	4,270
34	Charlestown	79	25	North Smithfield	382
26	Coventry	369	3	Pawtucket	8,748
9	Cranston	2,597	21	Portsmouth	537
15	Cumberland	982	2	Providence	9,896
20	East Greenwich	577	35	Richmond	65
7	East Providence	3,625	30	Scituate	153
36	Exeter	56	23	Smithfield	504
37	Foster	51	28	South Kingstown	298
33	Glocester	93	24	Tiverton	423
31	Hopkinton	125	13	Warren	1,814
27	Jamestown	300	10	Warwick	2,398
16	Johnston	930	19	Westerly	581
17	Lincoln	870	39	West Greenwich	36
32	Little Compton	110	8	West Warwick	2,930
11	Middletown	2,271	4	Woonsocket	5,727
22	Narragansett	514		RHODE ISLAND	905

*Rhode Island Development Council, Area and Population Densities of Rhode Island Cities and Towns. Development Council, Providence, Revised April 4, 1971.

APPENDIX 3*
POPULATION CHANGE, 1960-1970

Rank		Growth	Rank		Growth
22	Barrington	27.0%	39	Newport	-26.5%
24	Bristol	22.6%	34	New Shoreham	.6%
33	Burrillville	10.5%	5	North Kingstown	57.0%
37	Central Falls	-5.8%	16	North Providence	33.6%
9	Charlestown	45.6%	25	North Smithfield	22.5%
8	Coventry	48.7%	36	Pawtucket	-5.0%
32	Cranston	11.3%	7	Portsmouth	51.8%
12	Cumberland	41.6%	38	Providence	-13.7%
4	East Greenwich	57.0%	18	Richmond	32.2%
30	East Providence	14.9%	10	Scituate	43.7%
14	Exeter	41.2%	11	Smithfield	42.6%
23	Foster	25.2%	13	South Kingstown	41.6%
6	Glocester	51.9%	17	Tiverton	32.7%
19	Hopkinton	29.2%	28	Warren	20.3%
21	Jamestown	28.4%	26	Warwick	22.2%
20	Johnston	28.4%	27	Westerly	20.9%
29	Lincoln	19.4%	3	West Greenwich	57.5%
15	Little Compton	40.1%	31	West Warwick	13.6%
1	Middletown	131.1%	35	Woonsocket	-.6%
2	Narragansett	107.3%		RHODE ISLAND	10.5%

*After U.S. Bureau of the Census, 1970 Census of Population. Vol. 1, Characteristics of the Population. Part 41, Rhode Island. U.S. Government Printing Office, Washington, D.C., 1973.

APPENDIX 4A*
TWENTIETH CENTURY DECADE OF GREATEST POPULATION GROWTH

	Decade	Growth		Decade	Growth
Barrington	1900-1910	116.0%	Newport	1950-1960	23.3%
Bristol	1910-1920	32.8%	New Shoreham	1960-1970	.6%
Burrillville	1900-1910	24.7%	North Kingstown	1940-1950	221.7%
Central Falls	1900-1910	25.2%	North Providence	1900-1910	79.3%
Charlestown	1920-1930	47.3%	North Smithfield	1940-1950	36.5%
Coventry	1950-1960	56.4%	Pawtucket	1900-1910	31.6%
Cranston	1900-1910	58.2%	Portsmouth	1940-1950	78.6%
Cumberland	1950-1960	46.3%	Providence	1900-1910	27.8%
East Greenwich	1960-1970	57.0%	Richmond	1960-1970	32.2%
East Providence	1910-1920	37.9%	Scituate	1960-1970	43.7%
Exeter	1960-1970	41.2%	Smithfield	1940-1950	45.1%
Foster	1940-1950	31.8%	South Kingstown	1960-1970	41.6%
Glocester	1960-1970	51.9%	Tiverton	1950-1960	67.2%
Hopkinton	1960-1970	29.2%	Warren	1900-1910	28.9%
Jamestown	1910-1920	39.0%	Warwick	1920-1930	72.1%
Johnston	1920-1930	36.5%	Westerly	1960-1970	20.9%
Lincoln	1950-1960	19.4%	West Greenwich	1940-1950	61.0%
Little Compton	1960-1970	40.1%	West Warwick	1920-1930	14.5%
Middletown	1960-1970	131.1%	Woonsocket	1900-1910	35.2%
Narragansett	1960-1970	107.3%	RHODE ISLAND	1900-1910	26.6%

*After: 1) Rhode Island Development Council, Decennial Percentage Changes in Population Size of Rhode Island Towns and Cities, 1900-1960. Development Council, Providence, Undated; 2) Various decennial reports of the U. S. Bureau of the Census, 1910 through 1970; 3) Providence Journal-Bulletin, Providence Journal Almanac. Issues for 1911, 1923, 1934, and 1945. Providence Journal-Bulletin, Providence; 4) Providence Journal-Bulletin, 1974 Journal-Bulletin Rhode Island Almanac. Providence Journal-Bulletin, Providence, undated.

APPENDIX 4B*
TWENTIETH CENTURY DECADE OF LEAST POPULATION GROWTH

	Decade	Growth		Decade	Growth
Barrington	1930-1940	20.7%	Newport	1960-1970	-26.5%
Bristol	1930-1940	-6.6%	New Shoreham	1950-1960	-33.6%
Burrillville	1920-1930	-10.8%	North Kingstown	1910-1920	-16.1%
Central Falls	1950-1960	-15.7%	North Providence	1930-1940	9.5%
Charlestown	1910-1920	-26.8%	North Smithfield	1930-1940	6.4%
Coventry	1910-1920	-3.0%	Pawtucket	1960-1970	-5.0%
Cranston	1930-1940	9.7%	Portsmouth	1910-1920	-3.4%
Cumberland	1910-1920	-.3%	Providence	1950-1960	-16.6%
East Greenwich	1910-1920	-3.8%	Richmond	1910-1920	-20.3%
East Providence	1930-1940	7.2%	Scituate	1920-1930	-23.8%
Exeter	1900-1910	-7.5%	Smithfield	1930-1940	16.2%
Foster	1910-1920	-19.5%	South Kingstown	1910-1920	.1%
Glocester	1900-1910	-4.0%	Tiverton	1910-1920	-3.4%
Hopkinton	1900-1910	-10.7%	Warren	1920-1930	1.7%
Jamestown	1920-1930	-2.1%	Warwick	1910-1920	8.7%
Johnston	1930-1940	14.1%	Westerly	1930-1940	1.8%
Lincoln	1910-1920	-2.9%	West Greenwich	1910-1920	-23.7%
Little Compton	1920-1930	-.5%	West Warwick	1930-1940	2.3%
Middletown	1900-1910	17.2%	Woonsocket	1950-1960	-6.2%
Narragansett	1910-1920	-20.6%	RHODE ISLAND	1930-1940	3.8%

*After: 1) Rhode Island Development Council, Decennial Percentage Changes in Population Size of Rhode Island Towns and Cities, 1900-1960. Development Council, Providence, undated; 2) Various decennial reports of the U. S. Bureau of the Census, 1910 through 1970; 3) Providence Journal-Bulletin, Providence Journal Almanac. Issues for 1911, 1923, 1934, and 1945.4)Providence Journal-Bulletin 1974 Journal-Bulletin Rhode Island Almanac. Providence, undated.

APPENDIX 5*
MUNICIPAL POPULATION CONCENTRATION

Municipalities of More Than 50,000 Inhabitants

	Population	Percent of state total	Land Area (sq. mi.)	Percent of state total
Providence	179,116	18.9	18.1	1.7
Warwick	83,694	8.8	34.9	3.3
Pawtucket	76,984	8.1	8.8	.8
Cranston	74,287	7.8	28.6	2.7
Totals	414,081	43.6	90.4	8.5

Municipalities of 25,000 to 50,000 Inhabitants

	Population	Percent of state total	Land Area (sq. mi.)	Percent of state total
East Providence	48,207	5.1	13.3	1.3
Woonsocket	46,820	4.9	7.9	.8
Newport	34,562	3.6	7.7	.7
North Kingstown	29,793	3.1	43.5	4.1
Middletown	29,290	3.1	12.9	1.2
Cumberland	26,605	2.8	27.1	2.6
Totals	215,277	23.6	112.4	10.7

*After: 1) U. S. Bureau of the Census, 1970 Census of Population, Vol. 1, Characteristics of the Population, Part 41, Rhode Island. U. S. Government Printing Office, Washington, D.C., 1973; 2) Rhode Island Development Council, Area and Population Densities of Rhode Island Counties, Cities and Towns. Development Council, Providence, Revised April 4, 1971; and 3) Unpublished data provided by Rhode Island Department of Economic Development (Rhode Island Development Council).

Municipalities of 10,000 to 25,000 Inhabitants

	Population	Percent of state total	Land area (sq. mi.)	Percent of state total
North Providence	24,337	2.6	5.7	.5
West Warwick	24,323	2.6	8.3	.8
Coventry	22,947	2.4	62.2	5.9
Johnston	22,037	2.3	23.7	2.3
Central Falls	18,716	2.0	1.2	.1
Bristol	17,860	1.9	10.2	1.0
Barrington	17,554	1.8	8.9	.8
Westerly	17,248	1.8	29.7	2.8
South Kingstown	16,913	1.8	56.8	5.4
Lincoln	16,182	1.7	18.6	1.8
Smithfield	13,468	1.4	26.7	2.5
Tiverton	12,559	1.3	29.7	2.8
Portsmouth	12,521	1.3	23.3	2.2
Warren	10,523	1.1	5.8	.5
Burrillville	10,087	1.1	55.8	5.3
Totals	257,275	27.1	366.7	34.7

Municipalities of Fewer Than 10,000 Inhabitants

	Population	Percent of state total	Land area (sq. mi.)	Percent of state total
East Greenwich	9,577	1.0	16.6	1.6
North Smithfield	9,349	1.0	24.5	2.3
Scituate	7,489	0.8	48.8	4.6
Narragansett	7,138	0.8	13.9	1.3
Hopkinton	5,392	0.6	43.0	4.1
Glocester	5,160	0.5	55.3	5.3
Exeter	3,245	0.3	57.6	5.5
Jamestown	2,911	0.3	9.7	.9
Charlestown	2,863	0.3	36.3	3.5
Foster	2,626	0.3	51.4	4.9
Richmond	2,625	0.3	40.4	3.9
Little Compton	2,385	0.3	21.6	2.1
West Greenwich	1,841	0.2	50.6	4.8
New Shoreham	489	0.1	10.0	1.0
Totals	63,090	6.8	479.7	45.8

NOTES

THE LAND AND US — Almost a Million

Activity Card 1

Examine Map 1, Population Distribution, 1970.

1 What symbols are used to represent population distribution?
2 The person who developed these maps has pointed out that our state has an uneven distribution of population. Based upon your observation, develop a statement which agrees or disagrees with that person.
3 On various parts of this map there are several large areas which have no lots in them. Why do you think that is so?
4 Look at the Rhode Island Highway Map. How does what you observe support or not support your reason in 3?

THE LAND AND US — Almost a Million

Activity Card 2

Examine Map 2, Population Density, 1970.

1 What is the state population density?
2 Which two communities are completely within only one category of inhabitants per square mile?
3 Describe the population density of your community.
4 What areas of your community are most densely populated? Least densely?
5 How would an urban area be noted on this map? A suburban area? A rural area?
6 Locate the ribbon of 1000-2500 density which crosses Narragansett and part of South Kingstown. Develop a theory as to why it exists.
7 Look at the Rhode Island Highway Map and note what you observe which supports your theory in 6.
8 Locate the ribbon of 1000-2500 density which runs northeast from the Central Falls/Pawtucket area. Develop a theory as to why that exists.
9 Once again look at the highway map and note what you observe which supports your theory in 8.
10 Locate the two highly dense population areas (greater than 5000) which are not in communities on Narragansett Bay. Develop a theory as to why these areas became so densely populated.
11 Once again, use the highway map and note what you observe which supports your theory.
12 Carefully study both Map 2 and the highway map. What factors exist on the highway map which may help explain the population density.

71

THE LAND AND US — Almost a Million

Activity Card 3

Examine Map 3, Population Change, 1960-1970.

1 What is the purpose of this map?
2 Identify the communities which:
had the largest increase
had the least increase
had a decrease
3 Locate your community. What type of population change occured?
4 What do you think happened in your community to cause the population change?
5 List some things which might explain why East Greenwich had such a large population increase.
6 List some things which might explain why Providence had a population decrease.

THE LAND AND US — Almost a Million

Activity Card 4

Examine Maps 4A and 4B, Twentieth Century Extremes in Population Change.

1 What was the decade of the state's greatest growth?
2 What was the decade of the state's least growth?
3 During what decade did no community record a period of greatest growth?
4 Which community had its decade of greatest growth, 1900-1910, and its decade of least growth, 1960-1970?
5 Find an example of the complete reverse of 4.
6 Identify the cities which had their decade of greatest growth, 1900-1910. Develop a theory as to why that was so. Discuss your theory with your classmates and your teacher.
7 What was your community's decade of greatest growth? What happened that helped your community grow?
8 What was your community's decade of least growth? What happened that caused your community's growth to diminish?
9 When a community is growing, what physical signs of growth may be seen?
10 When a community is losing population, what physical signs of loss of population may be seen?

NOTES

THE LAND AND US — Almost a Million

Activity Card 5

Examine Maps 5A and 5B, Municipal Population.

1 Which combination of four communities make up nearly one-half of our state's population?
2 What towns have populations of 25,000-50,000?
3 What is the least populous city?
4 What is the second most populous city?
5 Ten communities contain nearly two-thirds of our state's population. What sorts of things do they have in common?
6 Fourteen communities contain 7% of our state's population. What sorts of things do they have in common?

THE LAND AND US — Almost a Million

Activity Card 6

Examine Map 6, Population Center of Gravity Changes, 1910-1970.

1 Find out what "population center of gravity" means.
2 In what community is the present population center of gravity?
3 What do you think would happen to the population center of gravity if:
   Bristol County had a major population increase?
   Burrillville and Glocester had the major population increase?
   Washington County had the major population increase?
   The entire state had an even population increase?
4 What can those four dots representing the population center of gravity tell us about the population of our state?

NOTES

THE LAND AND US — Almost a Million

Activity Card 7

Examine Maps 7A and 7B, Rhode Island - United States Population Comparisons.

1 List the states which have less than half the population we have in Rhode Island.
2 Which New England states have less population than our state?
3 Which states had approximately one-half the growth rate Rhode Island had?
4 What does the information on Map 7A tell us?
5 What does the information on Map 7B tell us?

Making a Living

This section is designed to allow the student to explore aspects involved in how Rhode Islanders have made a living, now and then. It also provides the opportunity for an examination of the economic factors involved in the development of their community.

Objectives

Students will:

1 Compare ways of making a living at various times in our state's history.
2 Understand the relationship between some physical features of our state and our economic development.
3 Examine the beginnings of the manufacturing industry in Rhode Island.
4 Investigate some of the people instrumental to Rhode Island's economic development.
5 Understand relationships between immigration and growth.
6 Understand the reasons for our present population distribution and density.
7 Investigate some aspects of the economic development of their community.

NOTES

Materials

Transparency, "Principal Drainage Basins"
Almost A Million maps 1, 2, 4A
FAMOUS RHODE ISLANDERS
Table A, "Country of Birth of Foreign Born Population and Total Population of Rhode Island 1870-1970."
Buildings in Rhode Island pictures and slides numbered 25, 26, 28, 34, 36, 50, 54
Rhode Island Highway Map
The Contributors
Transparencies sets, "Percent of Total Population in Selected Ethnic Groups" and "Foreign Born Population and Native Born of Foreign or Mixed Parentage (in % of population)"
NOW AND THEN
TIME AND PLACE

NOTES

Activities

1 Making a Living 200 Years Ago

Special Note

The intention of this activity is to have the students explore ways people made a living 200 years ago, focusing upon some specific examples to facilitate determing where they made that living and how that living fit in with sea-based commerce.

Ask the question:
How did Rhode Islanders make a living 200 years ago?
List all the responses on the board or on newsprint (save these).

Tell the students that their task is to find examples of some of these ways of making a living as well as searching for others. Direct small groups, to NOW AND THEN, Buildings in Rhode Island pictures and description cards, FAMOUS RHODE ISLANDERS (Lopez, Touro, Harrison, Hunter, Greene, Gardner, Hopkins, Billings, Ellery, Brown, Mauran, DeWolf, etc.) , the bibliography and your school's media center resources.

After a thorough investigation of these sources, have students revise list of how Rhode Islanders made a living 200 years ago.

Suggested questions:
What sorts of ways of making a living (job) were involved with transportation? Identify them on your list.
What sorts of jobs dealt with making things? Identify them.
What sorts of jobs dealt with agriculture? Identify them.
In what parts of Rhode Island were all these activities taking place?
Develop a theory based upon all the evidence and the discussions.

2 Running Things

Special Note

This segment of the activity explores alternate sources of power available 200 years ago.

Ask the question:
Suppose you were the operator of a saw mill or a grist mill 200 years ago. What sources of power are available to you? How would you run your mill? List the responses.

Tell the students that their task is to find examples of these alternatives. Direct them to NOW AND THEN, Buildings in Rhode Island and description cards, FAMOUS RHODE ISLANDERS (specifically Jenks) and your school's media center resources. If need be, revise the list (How Rhode Islanders made a living 200 years ago), which, by the limitation of technology and lack of fossil fuel, will be short.

NOTES

Ask the questions:
What are your power sources?
Where must you as a sawyer or smith or miller locate your place of business?

3 Men and Women and Rivers

Special Note

The purpose of this activity is to allow the students to investigate the elements of the advent of American industry.

Project the transparency "Principal Drainage Baisins" and have the students identify the rivers.

Ask the questions:
What might this map tell us about making a living in Rhode Island?
If you were a sawyer or a smith or a miller and you wanted to set up a big mill, where would you want to set it up? Why?

Tell students that they are going to use the questions as a base for investigation, and put a puzzle together. Investigate Samuel Slater, John Brown, Moses Brown, and Catherine Littlefield Greene. Use whatever resources are available.

Have the students report back to the entire class results of their research. Project slide #26 during the reports.

Ask the questions:
Where is this mill located?
Why there?
We've looked at all the pieces of the puzzle, now let's put it together. What is so important about this mill at that place?

Inform the students that although Slater's Mill was built in 1793 and the second spinning mill was built the next year, twenty years later no more than 25 such mills were operating. But by the early 1830's (another 20 years) Rhode Island had over 115 of these mills operating.

Ask the questions:
What might be some reasons for the slow growth (about a mill a year) in the beginning? Discuss the responses.

By the 1830's there had been a large increase in the number of mills. What might be some reasons? List and discuss responses. As you are doing this, assign a student or two to look in FAMOUS RHODE ISLANDERS and read about Ormsbee and

NOTES

to look in the media center for information on the Englishman, Watts. Have those students share their findings with the class.

While we can't examine every aspect of what reasons there were for the large increase, we can examine one. What new sources of power are now available to the mill owner? Discuss with the students the implications of this new power source, steam.

4 People and Places

Special Note

The intent in this activity is to allow students to locate particular buildings on maps, to seek commonalities, and to develop some ideas about the continued river ties and movement of centers of commerce.

Post Almost a Million Maps 1 and 2 and the Rhode Island Highway Map. Make available to the students Buildings in Rhode Island slides 26, 28, 34, 36, 50 and 54.

Assign a group of students the task of examing the slides and locating, on all three maps, the sites of the mills.

Ask the questions:
How are these mills similar?
Where are these mills located?
Why did Samual Slater build his mill on a river?
Some of these mills were built after other sources of power were introduced and yet they were built on rivers. Develop a theory as to why you think that is so. Discuss your theory with the class.

Direct students to examine the maps and again project the transparency "Principal Drainage Basins".

Ask the questions:
Where else might other mills be built? Why?
Do you think you will find many mills on Aquidneck Island? In Tiverton? Little Compton? Jamestown? Why or why not?
Based upon our discussions of the importance of rivers and based upon the maps as well as our other discussions, where do you think the major economic development of Rhode Island has taken place? Why?

Special Note

This part of People and Places allows the students to examine population centers away from the major economic development

area and to develop theories as to why they exist.

Leave the transparency "Principal Drainage Basins" on the screen. Direct students to carefully examine Almost a Million Map 2 and the Rhode Island Highway Map. After pointing out the existence of the Providence-centered metropolitan area at the northern end of Narragansett Bay (i.e. the Central Falls area to Bristol on the east and to Warwick on the west) have students identify the 3 areas outside that metropolitan area which have a density of greater than 5,000 people per square mile.

NOTES

This is similar to Question 10 on Activity Card 2 of Almost a Million in that it goes beyond Woonsocket and West Warwick to include Newport.

Ask the Questions:

How are these communities similar?
How are these communities different?
Why might two of these communities be "manufacturing communities"? What makes you think so? Discuss with the class.
Assuming the remaining community is not primarily a "manufacturing community" why might it be so densely populated? Discuss with the class.

You might want to introduce the concept of a service-oriented economy versus a manufacturing economy here.

Again use the transparency and maps. Have students locate Tiverton, South Kingstown and Westerly.

This is similiar to question 6 on Activity Card 2 of Almost a Million.

Ask the Questions:

How are these communities similar?
How are these communities different?
Develop a theory explaining why the density of population.

5 Making a Living in this Century

Ask the Questions:

How did Rhode Islanders make a living in the early part of the 1900's? List all responses.
Ask anyone who you think might know (i.e. grandparents) how they made a living during any part of the first third of this century.
Where did Rhode Islanders make their living?
How did they make a living in the metropolitan area? Add to your list as necessary.

Inform students that their task will be to examine some information concerning making a living in this century. Direct students to FAMOUS RHODE ISLANDERS (J.R. Brown, Sharpe, Speidel, Gorham, Corliss, Knight) and have them reportabout the influence these people had on making a living in Rhode Island.

Distribute all Table A-1 "Country of Birth of Foreign-Born Population and Total Population of Rhode Island 1870-1970".

NOTES

Ask the Questions:
In what three decades were the highest number of foreign-born persons recorded?
What might be the relationship between the foreign-born population during these decades and the industrialists we have heard about? Discuss.

Direct the students to the Almost a Million Map 4A. Have the students identify their communities which had their decade of greatest growth between 1900 and 1930.

Ask the questions:
What might be the relationship between the foreign-born population and the growth of these communities? Discuss.
What might be the relationship between the industrialists studied and these communities? Discuss.

6 Making a Living In Your Community

Inform students that they will be working in three groups to investigate how people in their community made a living during three different time periods; now: in the earlier part of this century; and 200 years ago. Divide the class into the three groups, each with an assigned period, and distribute the three group activity cards to the appropriate group. Remind students that they will be reporting their findings to the class.

The group activities are self-directing and the 3 activity cards are in THE BOX. They are also printed here.

NOTES

THE LAND AND US — Making a Living

Group Activity 1 - Now

1 Select a recorder.
2 How do people in your families make a living today? Have your recorder make a list.
3 How do people in your community make a living today? Again have your recorder make a list.
4 Go out into your community. Look for people making a living in a way that is on your list. Add as many more ways of making a living to your list as you can find.
5 Are there ways of making a living that are done only in one part of your community? Why? Or by people in mostly one ethnic group? Why? Or by people in mostly one family? Why?
6 Is there a way of making a living that has a large number of people? Why?
7 Are there any major ways of making a living within your community? What are they? Why are they located in your community?
8 What can you say about ways of making a living in your community?
9 Report your finding to the class.

NOTES

THE LAND AND US — Making a Living

Group Activity 2 - Early This Century

1 Select a recorder.
2 How did your grandparents or anyone else in that generation make a living earlier in this century? Have the recorder make a list.
3 Ask some of the real "old-timers" in your community how they made a living in the first thirty years of this century? Where did they make that living? Add this to your group list.
4 Using the Resource List in THE BOX, your teacher's and media specialist's advice, old newspapers, etc., find out how the people in your community made a living in the first thirty years of this century.
5 As you find this out, look for the following information:

Were certain ways of making a living only in one part of town? Why?
Did any particular ethnic group seem to make up most of the people making a living in certain ways? Why?
Did any families seem to be most of the people making a living in certain ways? Why?
Was there any major way or ways of making a living in your community? Why?
Who were the people who did the hiring?

6 Were there ways of making a living that had a large number of people? Why?
7 What can you say about making a living in your community in the early part of this century?
8 Report your findings to the class.

NOTES

THE LAND AND US — Making a Living

Group Activity 3 - 200 years ago

1 Select a recorder.
2 How do you think people in your community 200 years ago made a living? Have your recorder make a class list.
3 Using the Resource List in THE BOX, the advice of your teachers and the media specialists, find out how people made a living in your community 200 years ago. Where did they make that living? Why?
4 What people made what kinds of living? Did certain jobs get done only by certain families or ethnic groups?
5 Did only one or two or just a few ways of making a living exist in your community? Why?
6 What sorts of skills and training were needed for some of these ways of making a living?
7 What can you say about making a living in your community 200 years ago?
8 Report your findings to the class.

Following the presentations of all groups, ask:
How have ways of making a living changed?
What sorts of things helped bring about these changes?
How have the skills and training needed in making a living changed?
What has helped bring about these changes?
What ways of making a living have always been in our community?
What has always been important to the ways people have made and are making a living in our community?
What can we say about making a living in our community?

INDIVIDUAL RIGHTS AND RESPONSIBILITIES

INDIVIDUAL RIGHTS AND RESPONSIBILITIES

Introduction and Overview

In a commentary on the unexamined consequences of life in an increasingly industrial and technological society, Archibald MacLeish once expressed fear for the "diminishment of man". That we seem to be a people who have inadvertently entrapped ourselves in the rapid flow of events, with the consequent diminishment of both the individual as a person and as a member of society, lends credence to MacLeish's concern. Given the societal and personal need for individuals to maximize their humanity it is critical that we seek avenues that may assist each of us in exploring the dimensions of the role of the individual.

The term individual rights and responsibilities is an abstract and complex one and embodies a number of ideas that require exploration in order to give it personal meaning and significance. Some of the dimensions within the idea of individual rights and responsibilities are:

roles of a person in groups
risks to self in the manifestation of ideas
identification of what's important to self
ideas and ideals in a diverse society
consequences of actions, to self and others
consquences of compromise
recognition of goals and means of achievement
derivation of rights
significance of responsibility

It is the purpose of this component to engage students in a variety of activities that will assist them in exploring the varying dimensions of individual rights and responsibilities through a study of the founding of Rhode Island and the student's local community.

Focusing

Through involvement in the activities of this section students will be active participants in a gaming/role playing situation designed to explore the difficulties that may be encountered in settling in a strange place. Following participation in the games students will establish hypotheses to serve as the base for investigations of Rhode Island settlement, settlements of local communities, and the role of the individual in the community today and yesterday.

Objectives

Students will:

1 Examine some of the difficulties that can arise when guides to social behavior are undefined.
2 Identify a variety of difficulties that can arise when a group attempts to meet each individual's needs and wishes.
3 Formulate hypotheses concerning the establishment of other communities.
4 Examine the need for laws.

Materials

5 sea stones
4 island maps
*Newsprint, chartpaper, or butcher paper

NOTES

*Not included in THE BOX

Activities

1 Sea Stone Game

Special Note

Sea Stones is a non-game, game and it cannot be played like any other game, for it has no rules. That is the object of the game -- to have students experience some of the difficulties and frustrations of life without rules.

Distribute 5 sea stones to 5 individual students and tell the entire class that they are now going to play a game. The only direction is GO. Students may do anything they wish or nothing. Do not provide further direction. After

NOTES

a few minutes - glance at the clock, stop the game and arbitrarily declare someone a winner.

Suggested questions - following game playing:
- What was your problem(s)?
- What happened?
- How did you (individual) feel about being in that situation?
- How could you fix this game so that you could be more comfortable while you played it?
- Why did you do what you did?
- What did you want other people to do? Why?
- How did you feel about me when I declared a winner?
- Do you have a right to be able to win? Why? Where do you get a right?
- If I won't make it possible for everyone to have a chance to win, could you? Should you? How could you?

Regardless of the order of the questions used, conclude with:
- How would you establish this game differently?

List the responses of the students and then re-play the game according to the students' rules.

Stop the game after a few minutes of play and again arbitrarily declare someone a winner.

Following the second round of play, explore with the class what happened, and what would have to take place to ensure that you didn't continue to let a game be played and have the right to declare winners at random and at your discretion.

Conclude the activity by asking the students to consider whether there are any other situations that are like that or could be like that?

2 Island Game

Special Note

"Island Story" is written for elementary students and a sample story is found at the end of this activity. For older students, tell a story that includes the following elements:

1 You are on an island and have no way to leave it.
2 No one knows that you are there.
3 Food and water are available.
4 You will be there for some time and have the task of organizing a community.

NOTES

Divide the class into groups of approximately seven students and give each group an island map and tell or read "Island Story."

Give the following directions to the class:

Each one of you is to make a list of things you want to do and things that you want to have in your new community.
Remember - All that you have to work with is what is on the island.

After you have completed your individual lists, work with your whole group and design a plan for running your new community. Be ready to share your plans with the whole class.

After hearing the group presentation, explore with the class the problems that they encountered in designing the new community.

Suggested Questions:
- Who got to do what jobs?
- Who made decisions?
- Are there things some people wanted to do, but others said that they couldn't?
- What happened when you disagreed?
- How did you (individual) feel when you thought that you had a good idea and no one else was interested?
- How did you feel about being stranded on an island?

"What If" questions may be introduced:

Suggested questions:
- What if one or two individuals refuse to go along with the rest of you?
- What if after a few weeks some people began to argue?
- What if someone gets sick?

Explore the differences in plans among the groups.

Suggested Questions:
- What were the differences? List.
- What reasons can you think of that would account for these differences?
- If you were to play the game again, what would you do differently while playing it?
- What changes would you like to see in your community plan?

One of the intents of this series of questions is to explore students' treatment of majority and minority opinion.

91

SAMPLE ISLAND STORY

NOTES

It's a Monday morning in early July and you and your friends have planned to spend the day playing at a park near your home. You're going to be gone all day and have packed a lunch for a picnic. You all meet at the corner of the street at 9:00 A.M. and start out. But something strange happens before you get to the park.

The sky suddenly becomes very, very cloudy and the wind begins to blow. Twigs and branches fly through the air. The wind gets even gustier and then all of you are caught up by the wind and are whirling through the sky.

After a while the wind begins to die down and you glide slowly toward the ground. Fortunately, you all land together, but you have no idea where you are. This doesn't look like any place that you have ever seen before. You are all pretty scared, but you are also pretty sharp and you know that you had better find out about this place. You make plans to split up and explore. You agree to meet later in the day, and see what you have found.

You are pretty hot and tired by late in the day when you all meet again. You're pretty excited too, because you now know lots of things about this place, and think that it might be pretty interesting to stay here.

Someone found a map and you learned that you are on an island. It is 7 miles long and 3-1/2 miles wide. The land is hilly and there are dozens of ponds on the island. There are also small groves of pine trees and stone fences are found in several areas.

As you roamed around during the day you saw the remains of a few buildings and came upon some paved road. You also know that if you have to stay here there will be something to eat, because you found berry patches and the berries tasted good. You also saw some small wildlife.

It certainly seems as if you are going to be here for quite awhile because nobody knows where you are. There are no telephones and no boats. No planes or ships will pass near the island. You are on your own.

When you think about this you are frightened, but then you begin to think about all of the good things. The east and west sides of the island have sandy beaches and you are all good

NOTES

swimmers and like to swim. There aren't any grown-ups around to tell you what to do, especially what time to go to bed. For the first time ever, you can stay up as late as you wish and no one will yell at you.

You begin to talk about other things that you would like. It looks like it might be pretty interesting to live here and start your own special community.

3 Hypotheses Establishment

Special Note

These hypotheses are the focus for the investigations in the next section. It is essential, therefore, that reponses to questions be listed and saved.

Suggested teacher questions:

In other times and places, communities have been established. Based upon your experiences in designing a community, what predictions would you make about:

Reasons people might have had for starting a new community?

Matters of importance to them?

Kinds of difficulties you think that community founders might have encountered?

Results you might expect to see?

Investigating the Founders

Following an examination of selected persons significant to the establishment of Rhode Island, students will compile information, interpret assembled data, draw inferences and develop tentative conclusions.

NOTES

Objectives

Students Will:

1 Use a variety of resources to collect and organize data.
2 Make comparisons, draw inferences and develop generalizations from the collected data.
3 Learn about the founders and founding of Rhode Island.

Materials

Student activity cards
*Newsprint, chart paper or butcher paper
*Note cards
Famous Rhode Islanders (including cassettes) Bibliography and Reading List

*Not included in THE BOX

Special Note

Use butcher paper or newsprint or chart paper to construct a large retrieval chart, for student use throughout the activities, like the one on the following page.

Activities

1 Founding Rhode Island

Remind students of their hypotheses (refer to the list from Focusing). Explain that ideas can be checked by examining evidence. Before it can be examined, however, it needs to be collected; therefore students will engage in an information search.

Retrieval Chart

	Anne Hutchinson	Roger Williams	John Clarke	William Coddington	William Harris	Samuel Gorton
When they came						
Where they went						
Why they came						
What they did						
Things they thought were important						
Difficulties they had						
Results of what they did						

NOTES

Students may work in a number of ways in completing this activity. Individual students could work on one aspect of one person. Small groups may be established, each assigned to one individual, and determine themselves, who will seek what. Collected information may be placed on note cards and affixed to the retrieval chart. Some youngsters might prefer and profit by illustrating their findings, rather than writing the results.

2 Rhode Island Founders

All the Rhode Island Founder activities are self-directing for students and the 6 activity cards are in THE BOX . They are also printed here. Students may need to do additional investigation in order to complete these activities.

INDIVIDUAL RIGHTS AND RESPONSIBILITIES — Investigating the Founders

Rhode Island Founders - Activity 1

Independent Activity
Materials Needed: Crayons or pastels
Drawing paper

Imagine that you are Roger Williams. You came to Rhode Island about a month ago and have seen places that you have never seen before, and met people that you have never met before.

How do you think that you might feel? What thoughts and reactions might you have about all of these new experiences?

Tell about all of this in a story or a poem or a picture, or a short play.

Present it to your class.

NOTES

INDIVIDUAL RIGHTS AND RESPONSIBILITIES — Investigating the Founders

Rhode Island Founders - Activity 2

Independent Activity
Materials Needed: Crayons or pastels
Drawing paper

Imagine that you are Anne Hutchinson. You came to Rhode Island a few months ago and have had many new experiences.

How do you think that you feel about all of these new things?

Tell about all of this in a story or a poem or a picture, or a short play.

Present it to your class.

INDIVIDUAL RIGHTS AND RESPONSIBILITIES — Investigating the Founders

Rhode Island Founders - Activity 3

Group of 6
Materials Needed: The ideas in your head!

The time is now and you have been invited as a panel of experts to appear on a new TV show, "Living History." Each of you is to represent one of the Rhode Island Founders and discuss the reasons why you came to Rhode Island; the problems that you have had in trying to carry out your ideas; the degree to which you have been able to put your ideas into practice.

Prepare your presentation and when you are ready, ask your teacher for time to make your presentation to the class.

NOTES

INDIVIDUAL RIGHTS AND RESPONSIBILITIES — Investigating the Founders

Rhode Island Founders - Activity 4

Group of 6
Materials Needed: Mural paper
Poster paints or pastels

Each of you is to select one of the Rhode Island founders you feel that you know the most about or the one who just interests you most. Plan and complete a mural that shows an important time in the life of each founder.

INDIVIDUAL RIGHTS AND RESPONSIBILITIES — Investigating the Founders

Rhode Island Founders - Activity 5

Group of 5
Materials Needed: Help from the Art Teacher
Your ideas

Prepare and present a puppet or marionette play showing your interpretation of the life of Roger Williams.

NOTES

INDIVIDUAL RIGHTS AND RESPONSIBILITIES — Investigating the Founders

Rhode Island Founders - Activity 6

Independent Activity
Materials Needed: Pencil and paper

You are a newspaper reporter and have been whisked back in time and now have the opportunity to do a "First Person" story about one of the Rhode Island Founders. You are particularly interested in writing an article about things that were risks for the Founder.

Ask yourself, "What chances did the person have to take in coming to Rhode Island?"
"How would they support themselves?"
"How did they find and/or build a home?"
"What would it feel like to have people dislike the things that you say?"

Now write an article and post it on the bulletin board for others to read.

3 Pulling It All Together

Using the retrieval chart for reference, ask students to:
Recall the collected information about the Rhode Island founders, and review.
Discuss what these people had in common with each other.
Discuss what differences existed among the Rhode Island founders.

Ask students to reexamine the hypotheses developed in Focusing.

Suggested questions:
Which ones still seem true?
Which ones should be changed and how?
Which do you not know enough about to make a judgment?

Call for students to "pull together" or generalize about their learnings.

Suggested question:

What can you say, or write, about the results of the work of the Rhode Island founders?

Digging A Community

While the primary intent of the activities of this section is an investigation of the local community in the past and present, students will also consider the nature and uses of different types of evidence.

Objectives

NOTES

Students will:

1 Identify what they feel is important to them about their class community.
2 Examine evidence related to what people in earlier times felt was important to them.
3 Investigate what is important to the members of their community today.
4 Use a variety of community resources to collect and organize data related to the community in past times.
5 Understand the founding and early development of their community.

Materials

Almost a Million Map #8 entitled "Municipalities".
Resource List

Activities

1 What's Important About Us?

Special Note

An intent here is to present a factual account of the class and its activities with no mention of personal and individual activities, preferences, or distinctions.

Use the model class record provided below and modify it in such a way that it is appropriate for your class.

Sample Class Record

NOTES

In 19____, the ____ grade had ____ students. Of these, ____, there were ____ girls and ____ boys. They attended class/es in Room/s ____. They each took the following subjects _____, _____, _____, _____. In addition to these subjects, _____ students were members of the band, art club, etc. The class participated in _____ plays. They also took _____ field trips to _____.

Note: Give copies of the completed record to each student. Explain that this is the record of the class this year. If someone reads this 100 years from now it will tell some things about you, but there are some things that it will not tell.

Divide the class into small groups and have each group list as many items as they can think of that would give a reader 100 years from now information about what was important to and about the people in this class.

Suggested questions:

How does the information in the class record differ from the information on your lists?
Is one kind of evidence better than another? Why? What would be useful about each?

2 Local Community Field Study

After posting Almost a Million Map #8,"Muncipalities" on a wall,tell the students: Many things have happened to Rhode Island since the first settlers arrived. Today, all of these communities are in existence. You have drawn some conclusions regarding the reasons for and results of the founding of a community - Rhode Island. Our own community may have had similar reasons for its founding or they may have been different.

Using the Resource List and other identified local resources,direct the students to search out and compile information about the community and record it on a data-gathering sheet similiar to the one on the next page.

Data Gathering Sheet
Local Community

Name of Community

Date of Founding - Incorporation

Geographical Data

area
population

Basis for founding

Suggested question for use after the data is gathered and recorded:
What did you find out?
What did you find that you didn't expect to find?
Remember the class record; which of the two kinds of information is this like?

3 Local Community Field Study - Early Times

The students now have some specific information about their community. Remind them of the differences between the factual class record and their lists of personal accounts of themselves.

Discuss with students kinds of information that might be available to them about people who lived in earlier times, and some ways that they might go about finding this information.

The following is a list of "things to do" that could be useful in this field study.

a) Diaries

Contact your local historical society and/or the Rhode Island Historical Society for information regarding the availability of early diaries, etc.

An examination and analysis of these diaries can provide insights into events, ideas, and feelings that were important to individuals.

b) Schoolbooks and Schools

The values of a community are reflected in the manner in which the young people are taught. Questions to consider in examining texts and local school histories:

What was different from today in the way youngsters were taught?
What was different from today in the kinds of buildings that were used?
What was different from today in the disciplinary techniques?
What was different from today in the textbook content?
What was different from today in time spent in school?

What does this tell you about how the community viewed childhood? What was important to the community?

NOTES

Suggested Teacher reference: Johnson, Clifton, Old Time Schools and School-books. New York: Dover Publications, Inc.

c) Newspapers

If old newspapers are available, these offer a variety of kinds of evidence that provide clues to matters that were of importance to a community during a particular period.

Titles: What can they tell about the history and economic concern of the area?
Economy: What do the ads tell about the kinds of businesses and jobs that were in the area? What about the news articles?
Daily life and life style: Look particularly at the advertisements. What kind of clothing was worn? What foods were eaten? That kind of transportation was common?

See NOW AND THEN

d) Reading Gravestones

Older grave yards frequently contain a wealth of information concerning the cultural and demographic features of the community. The following are categories of inquiry:

- gravestone styles
- epitaphs
- social factors
- names
- constructions

Students can organize the data that they collect in a number of ways,such as:

Bulletin boards "What Was Important to the Early People of_____."
Small group and class presentations.
Class written play "Life and Times in Early_____."

Develop a class newspaper " Early Times in _____."
Develop radio broadcast spots under the title "Did You Know That."

Suggested teacher reference-Williams, Melvin G. The Last Word. Boston: Oldstone Enterprises,1973. Contains information regarding specific directions for gravestone rubbing as well as the significance of gravestone styles and inscriptions. A joint effort with the art teacher might be useful.

NOTES

As a concluding activity students report in writing, orally, or on tape to one of the following:

One day in early _____.
What was important to the early people of _____.

4 Local Community Field Study - Today

Ask students to make lists of things that they think are important to their community today. Compare lists noting differences between and among individuals. Explore possible reasons for these differences.

Point out to the students that there are many ways to determine what other people in the community consider important. Some of these are:
Class interview local community elected leader
Analyze front page headlines of local newspaper over a period of several months
Develop questionnaire and interview neighborhood groups and community action groups and elected groups, (i.e., School Committee)
Examine community budgets to determine where and for what money is spent
Examine the relation between spaces and structures in the community

See ARTS, Buildings In Rhode Island, Project Activity 2, Walking Tours and THE LAND AND US, Examining A Community.

Organize groups for community investigation. Groups may construct graphs and charts to organize their collected information and then report to the class.

As groups report, give particular attention to the differences that reveal the various perceptions of what is important.

Following the presentation of all the groups ask the class:

We have seen evidence of change in what people feel is important to them from early times to the present; what are some of these changes?
What sorts of things helped bring these changes about?
What kinds of changes in what people feel is important would you predict will be made in the next few years?
What part would you like to play in these changes?
Can you do anything now?

5 What Next?

Using one of the suggested types below, or a similar one, have the students apply their skills of investigation.

Suggested topics:

Local Community Government
State Government
What's Important to Your Elected Officials?
Interdependence between Our Community and the State
Interdependence between Our Community and its Neighbors
How are People Heard in Government?

NOTES

Introduction and Overview

Creative people produce. What they produce comes from their thoughts based upon their experiences and their knowledge of the world. Sometimes what they produce are ideas, sometimes inventions, sometimes organizations, institutions or businesses, sometimes words, both written and spoken, sometimes objects of one kind or another. What creative people produce often fills needs of other people, any and all kinds of needs, any and all kinds of people.

Creative people have always been part of Rhode Island, even before Roger Williams with his ideal of religious freedom. Always people of our state have been and are doing what hasn't been done before. The results of their work exist in some form, somewhere.

Some of the production of Rhode Island's creative people can be seen or heard without too much difficulty. Such is the case with the buildings throughout the state. Every one is the result of the thoughts, plans and actions of those who need and want a building for whatever reason. Every building is the production of an architect or in many cases, a carpenter and they look the way they do, in part, because of the ideas of the people who made them and the times in which they lived. In addition, there are people who have made structures that are sculpture, who have written words that are literature and who have performed on a stage.

Buildings are obviously useful and fill human need. Songs and paintings aren't useful in the same way, but they, too, fill human needs. Stuart's portraits in his day were in demand by the people he painted. Edward Bannister, a century later, made paintings admired by people in his community. William Billings in his songs gave to people a way of keeping high their patriotic zeal at the time of our country's birth.

An examination of some of the things some people of our state have produced is to become to a degree aware of and acquainted with the results of creativity, and in this component, students can explore these results through architecture, painting and music and in sculpture, literature and the theatre.

Buildings in Rhode Island

Buildings are an ordinary part of human life; they are among the most common of human creations; they are taken for granted as is the sky or the ground. Yet, they do not come into being by accident; they are consciously planned, designed, constructed, even demolished for cause. To consider and reflect upon the buildings in one's community is to consider and reflect upon events and upon the human values that determine the course of events.

Objectives

Students will:

1 Identify and locate specific buildings in Rhode Island.
2 Recognize differences in architectural styles.
3 Infer relations of buildings in Rhode Island to ties between land and people.
4 Make inferences regarding some values of Americans.
5 Become aware of respect for Rhode Island's architectural heritage and preservation efforts and accomplishments.

Materials

Glossary
Color prints of buildings in Rhode Island
Slides of buildings in Rhode Island
Numbered list of Buildings in Rhode Island
Buildings in Rhode Island description cards
*Outline map of state
Time line in TIME AND PLACE
Biographical information in FAMOUS RHODE ISLANDERS
Student activity cards, Buildings in Rhode Island
Mile of History in Providence on Benefit Street

Special Note

The particular buildings in the set of prints and slides is neither inclusive, nor exclusive. Some Rhode Island communities are not represented; nor are all styles and kinds of buildings included. Schools are encouraged to add to their BOX pictures of distinctive buildings in their own communities; this could be a student activity.

There are four kinds of activities within Buildings in Rhode Island:

NOTES

*Not included in THE BOX. Directions for map construction are in TIME AND PLACE.

NOTES

1 Classifying Activities

The set of eighty-one color prints of Rhode Island buildings are to be used for classifying in various ways. The slides, list and description cards are for students in providing information to support choices made in classifying. The descriptive information can also be used in directing students to persons, places and historical periods.

Insofar as possible, all students should have the opportunity to participate in all classification activities. Encourage students to ask many questions about buildings, to draw inferences, to develop points of view and to give reasons for their judgments. Encourage them to verify those inferences leading to factual judgments and to defend points of view. As much as possible, encourage students to make connections between persons; i.e. famous Rhode Islanders, location, land/people ties and time.

2 Investigating Activities

Investigating activities can easily be concurrent with classification activities; however, the extent of student familiarity with Rhode Island buildings after classification might lead into other concerns relating to architecture. Encourage students to do research in the school media center and in your community's library. In addition local and state historical and preservation societies are valuable resources. The resource list and the bibliographies in THE RHODE ISLAND BOX can be used by both teachers and students for investigation activities.

3 Project Activities

It is critical that the art teacher be involved with Project Activities. Both art teacher and the classroom or social studies teachers must be familiar with the contents of THE RHODE ISLAND BOX and must know when the students are involved in the various activities, in order to help and guide the students and each other effectively.

Every student need not engage in every project. Some might appeal to groups within a class; some to individuals, while some might involve an entire class. Such decisions can be made by the students with their classroom teacher and art teacher together.

Project activities should follow the classification and investigation activities so that students bring a measure of acquaintance and comprehension to the activities.

4 Community Activities

NOTES

It is likely that investigating and project activities in architecture have taken students into some community agencies and organizations to use their resources. The purpose of community activities is not only to learn about Rhode Island, its architecture, its history and its people, but also to learn about organizations that are planning, building, and preserving buildings and are gathering and organizing information about the state.

Buildings in Rhode Island

In many activities in Buildings in Rhode Island, students are referred to the numbered list of buildings of the prints and slides. The numbered list is included here for your information.

1 The Stone Mill or Viking Tower
Touro Park, Newport
c.1665

2 Clemence-Irons House
George Waterman Road, Johnston
c.1680

3 Croade Tavern
Great Road, Saylesville, Lincoln
c.1700

4 Friends Meeting House
Saylesville, Lincoln
c.1702

5 Old Narragansett Church
Church Street, Wickford, North Kingston
1707 (moved from Tower Hill in 1800)

6 House
Moonstone Beach Road, South Kingstown
c.1710

7 John Tripp House
88 Washington Street, Newport
c.1720 (moved from Manton Avenue, Providence)

8 Trinity Church
Church & Spring Streets, Newport
1725

9 Whitehall
Berkeley Avenue, Middletown
1729

10 Colony House (Old State House)
Washington Square, Newport
1739

NOTES

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11 Silas Casey Farm
Boston Neck Road, Saunderstown, North Kingston
c.1740

12 Governor Stephen Hopkins House
Hopkins and Benefit Streets, Providence
c.1740

13 Hunter House
54 Washington Street, Newport
1746

14 Redwood Library
Bellevue Avenue, Newport
1748

15 Market House
Thames Street, at Washington Square, Newport
1761-72

16 Touro Synaguoge
72 Touro Street, Newport
1763

17 University Hall
Brown University, Providence
1770

18 Shakespeare's Head
Meeting Street, Providence
1772

19 Market House
Main Street, Providence

20 Eldredge House
Division Street, East Greenwich
1773

21 Joseph Brown House
50 South Main Street, Providence
1774

22 First Baptist Meeting House
75 North Main Street, Providence
1775

23 John Brown House
52 Power Street, Providence
1786

NOTES

24 Federal Houses
Benefit Street, Providence
c.1780-1800

25 Old Windmill
389 North Road, Jamestown
1787

26 Slater Mill
Roosevelt Avenue, Pawtucket
1793

27 Kent County Court House
Main Street, East Greenwich
1804

28 Lippitt Mill
825 Main Street, Lippitt, West Warwick
1809

29 St. John's Cathedral
North Main Street, Providence
1810

30 Linden Place
Hope Street, Bristol
1810

31 Hearthside (Stephen Hopkins Smith House)
Great Road, Lincoln
c.1810

32 Carrington House
66 Williams Street, Providence
1812 rebuilding

33 First Unitarian Church
Benefit Street, Providence
1816

34 Wilkenson Mill
Pawtucket
1812

35 Bristol Court House
High Street, Bristol
1816

36 Allendale Mill
494 Woonasquatucket Avenue, Centerdale, North Providence
1822

37 Fort Adams
Harrison Avenue, Newport
1824-38

38 Arnold Palmer House
33 Chestnut Street, Providence
1826

39 Arcade
Westminster Street, Providence

40 Arcade (interior)
Westminster Street, Providence

41 Manning Hall
Brown University, Providence
1833

42 Newport Artillery Company
23 Clarke Street, Newport
1835

43 Gov. Francis Diamond House
617 Hope Street, Bristol
1838

44 Congregational Church
Slatersville, Nwrth Smithfield
1838

45 Marine Corps Arsenal
176 Benefit Street, Providence
1839

46 Old State House
North Main Street and Benefit Street, Providence
1762

47 Kingston Court House
Kingston Road, Kingston Village, South Kingston

48 J.N.A. Griswold House (now Art Association of Newport)
76 Bellevue Avenue, Newport
1862-63

49 Gov. Henry Lippitt House
199 Hope Street, Providence
c.1863

NOTES

50 Hopkins Mill
Route 3, West Greenwich
c.1867

51 North Lighthouse
Sandy Point, Block Island
1867

52 Spring House
Old Harbour, New Shoreham (Block Island)

53 Chateau-Sur-Mer (Wm. S. Wetmore House)
Bellevue Avenue, Newport
1851, enlarged 1872

54 Phenix Mill
Phenix, West Warwick
c.1875

55 Watts Sherman House
Shepard Avenue, Newport
1874-76

56 Travers Block
Bellevue Avenue, Newport
1875

57 Providence City Hall
Kennedy Plaza, Providence
1875-78

58 Cathedrals of Sts. Peter and Paul
Cathedral Square, Providence
1876-89

59 Commerical Buildings
Weybosset Street, Providence
Custom House, Equitable Building, Wilcox Building, Bank of North America Building (left to right), 1870's

60 Casino
Bellevue Avenue, Newport
1879-81

61 Providence and Worcester Railroad Station
Woonsocket
1882

62 Sayles and Wilson Halls
Brown University campus, Providence
1880's

NOTES

63 Fleur-de-Lys Building
Thomas Street, Providence
1885

64 Town Hall
County Road, Barrington
1886

65 Round House
Jamestown
1880's

66 The Breakers (Cornelius Vanderbilt House)
Ochre Point Avenue, Newport
1892-95

67 Welfare Building
1 Summer Street, Pawtucket
c.1898

68 State Capitol
Smith Street, Providence
1895-1904

69 Old Stone Bank
South Main Street, Providence

70 The Elms (Edwin Berwind House)
Bellevue Avenue, Newport
1901

71 Audrain Building
Bellevue Avenue, Newport
1902

72 Federal Building
Kennedy Plaza, Providence
1903-8

73 Morris Building
Weybosset Street at Abbott Park, Providence
1914

74 Majestic Theater
201 Washington Street, Providence
1916

75 John Russell Pope House
Ledge Road, Newport
1927

NOTES

76 House
Rector Street, East Greenwich
c.1925

77 Industrial National Bank Building
Kennedy Plaza, Providence
1928

78 Nicholas and Jane Monsarrat Houses
366 Newman Avenue, Rumford, East Providence
1936

79 Church
Route 6, Foster
c.1970

80 R.I. Junior College
Warwick
1972

81 Hospital Trust Tower
Providence
1973

NOTES

NOTES

In the classification activities, references are made to the descriptive information about each building. Some of this information includes architectural terminology. The Glossary of Architectural Terms can be posted in the classroom and is printed here for your use. Students can become familiar with the words and look for definitions.

Glossary of Architectural Terms

asymmetric
beveled
bungalow
casemate
clerestory
colonial
cornice
crenellated
cupola
dentils
Doric
dormer
ell
embrasure
facade
Federal
fenestration
foundation
gable roof
gambrel roof
Georgian
Gothic Revival
Greek Revival
hip roof
Ionic
mansard roof
ogee curve
Palladian
parapet
pediment
pilaster
portico
pre-fabricated
Renaissance
rusticated
shingle style
skyscraper
stick style
symmetric
transom
Victorian

Classifying Activities

NOTES

A suggested classifying procedure:

1 Students examine all color prints.
2 Students extract from the group those pictures called for in the activity or they make groups from all the pictures according to the activity.
3 Students verify their selections by checking the slides, numbered list and description cards.
4 Students make notes of persons, terms, place or date according to the activity.
5 Students infer facts about buildings which they then verify.
6 Students form opinions about buildings which they discuss with other students, teachers and or community experts.
7 Students locate buildings on the Rhode Island outline map and on the time line.
8 Students infer reasons for the building location and time of building.
9 Students verify inferences as extensively as possible.

a) Recognizing Buildings

Give all the prints to one or to a small group of students. They need not be in chronological order. After the students look at all the pictures, have them sort out the ones they recognize. They can verify their selections by checking against the slides, numbered list and description cards. When the students read the descriptive information, they should note the location and date of the building and record the information on the outline map and on the time line.

b) Kinds or Uses of Buildings

Make groups according to each building's use. Make a list of the groups, i.e., homes, shops, churches, etc. Verify the classification and decide why you think those kinds of buildings were needed and made.

c) Materials of Buildings

Make groups according to the material from which the building was made (wood, brick, stone, concrete, etc.). What do you think are some reasons for making buildings of a particular material?

d) Styles of Buildings

Some buildings are quite plain, others have some decoration and some are ornate. Have students develop criteria for determining simple, decorated and ornate. Make three groups; simple, decorated, ornate. Why would people make simple buildings, why would they decorate and why

NOTES

d) Styles of Buildings (con't.)

would they make them ornate? Look at all the slides as one student reads the name of the building, the location (city or town) and the date. Do you see any relation between the time the building was made and its simplicity or amount of decoration? If so, what might the reasons be?

e) Chronological Order

Arrange the prints of the buildings from oldest to newest. Verify by comparison with the slides. Assign each building to the outline map and to the time line, if not already done.

Investigating Activities

All the investigating activities are self-directing for students and the 3 activity cards are in THE BOX. They are also printed here.

ARTS — Buildings in Rhode Island

Investigating Activity 1 - Architects

Who are some of the architects who have and are now living and/or working in Rhode Island? What can you find out about them and their work? What is an architect? What is the difference between an architect and a carpenter? Where did architects and/or carpenters get their ideas in the past? Where do they get them now?

See FAMOUS RHODE ISLANDERS

ARTS — Buildings in Rhode Island

Investigating Activity 2 - Ways of Building

Are the buildings made today in Rhode Island constructed in different ways from those built during colonial times and the early part of the nineteenth century? Were there changes in ways of building during the latter part of the nineteenth century? As you have observed, some buildings in Rhode Island are small, some large, while some are tall as well. What are some of the various ways of making buildings large and tall?

NOTES

ARTS — Buildings in Rhode Island

Investigating Activity 3 - Buildings

It takes thought, time, effort and money to build. The following words can and often do relate to building. Find out what they mean.

1. Construct
2. Reconstruct
3. Renovate
4. Restore
5. Reproduce

Discuss why you think a person or people would construct, reconstruct, renovate, restore or reproduce a building or buildings. Identify buildings in your community or anywhere in Rhode Island, and apply the terms to the buildings.

Project Activities

All the project activities are self-directing for students and the 6 activity cards are in THE BOX. They are also printed here.

ARTS — Buildings in Rhode Island

Project Activity 1 - A Mile of History

Look at A Mile of History in Providence on Benefit Street; it is a visual guide to a walking tour. Identify as many of the buildings as you can. Verify your selections by looking at the slides of Rhode Island buildings. Note the names of the building owners and the builders or architects. Note when they were built. Walk from one end of Benefit Street to the other with A Mile of History, etc. with you and identify the buildings as you go. Look at the buildings carefully. Compare shapes, sizes, materials, windows, doorways, roofs, chimneys, decorations. Take the walk with your class, your teachers, your family, your friends. Tell each other what you observe and what you know about what you see. Make a list of questions that come to your mind for further investigation.

NOTES

ARTS — Buildings in Rhode Island

Project Activity 2 - Walking Tours

Some Rhode Island communities have walking tours, usually emphasizing historical and distinguished buildings. Collect as many tour pamphlets as you can and include them in THE RHODE ISLAND BOX. Study the guides; go on one or more of the tours. Go on the tour especially if it's in your own community. Go with your class, your teachers, your family or with your friends. Observe the buildings, and read about them as you proceed. Note the names of the building owners and the architects. Make a list of questions for further investigation. Record your activity on the Rhode Island outline map and on the time line.

ARTS — Buildings in Rhode Island

See Sculpture

Project Activity 3 - Walking Tours II

Plan a walking tour of your community; design and make a brochure. Using the walking tours you have collected, make a map, locate buildings, include information about the buildings, their history, if they are old and the people who were connected with the building. Guide a group of people on the tour, telling them about the sights as you proceed.

ARTS — Buildings in Rhode Island

Project Activity 4 - Photographs and Drawings

Look at all the pictures of Rhode Island buildings. Sort out one with which you are familiar. Go to the building and find out as much as you can about it. Photograph it from many points of view. Draw pictures of it from many points of view. Look at the surroundings. Photograph or draw pictures of the surroundings. Find out as much as you can about the building, its style, its construction, its use, the people connected with it, events which took place around the time it was built. Put your photographs and drawings together with a written description or story of the building. Invite someone from your building to come to your school and give him a copy of your work.

See FAMOUS RHODE ISLANDERS Activity h

NOTES

ARTS Buildings in Rhode Island

Project Activity 5 - Photograph and Drawings II

Find buildings in your community built at different times. Some of your choices may remind you of some examples in the slide and print collection in THE BOX. One or more may be part of the collection. Photograph or draw the facades and place the photographs or drawings on the time line.

ARTS Buildings in Rhode Island

Project Activity 6 - A Street In ——

Find a street in your community or town with which you are familiar. It may be a main street in the neighborhood or in the center of the town or city. It may or may not have old and distinguished buildings on it. Using A Mile of History in Providence on Benefit Street as a model, make a map of the street of your choice. Draw elevations of each building; identify each building by name, date, style and architect. Make it large enough so people can look at it easily. Hang it in your school or community where many people can see and study it.

Community Activities

All the community activities are self-directing for students and the 3 activity cards are in THE BOX. They are also printed here.

ARTS Buildings in Rhode Island

Community Activity 1

Visit or invite to your school someone from your city planning department and/or building inspection department. Ask them about their work. Tell them what you are doing; ask them for help. Ask them how you can improve your community.

See LAND AND US, Improving Your Community

NOTES

ARTS — Buildings in Rhode Island

Community Activity 2

Visit your historical society and your preservation society. Find out what these people have done and are doing. Tell them about your activities; ask them for help. Invite them to your school; show them your photographs and drawings, your time line, etc. Ask them what you can do to improve your community.

ARTS — Buildings in Rhode Island

Community Activity 3

Invite an architect in your community to visit your school. Ask him questions about buildings. Prepare for his visit by assembling questions and topics from your observations and investigations.

Gilbert Stuart

Gilbert Stuart has earned an established place in American art and beyond as a portrait painter. Through his eyes the physical aspect of George Washington, especially, has come to be our own perception of his appearance.

Objectives

Students will:
1 Comprehend portraiture as an art form.
2 Recognize Gilbert Stuart as a portrait painter.
3 Know about some of Gilbert Stuart's paintings.

Materials

17 slides of Stuart's works
Commentaries on 13 subjects in slides of Stuart's works
List of subjects in slides of Stuart's works
Stuart Biographical information in FAMOUS RHODE ISLANDERS
*Variety of portraits in slide, reproduction and/or book illustration form.
*General art supplies; i.e., paper, crayons, pencils, paint, brushes
Student Activity Cards - Gilbert Stuart

Special Note

Because activities leading to consideration of Gilbert Stuart's work involve creating visual expressions and using art materials, the Gilbert Stuart section is best incorporated as a part of the art curriculum. Although the classroom teacher could guide the students through the activities, those involving drawing, painting and designing or questions raised regarding art materials, techniques and aesthetics would be most effectively presented by the art teachers. The activities follow a sequence of discussion about portraiture as an art form followed by the making of portraits by students. After making portraits the students should look at portraits of various kinds and discuss their variety. These activities lead into an examination of some examples of Gilbert Stuart's work, and finally an investigation of his life. A list of Gilbert Stuart portrait subjects can be found in the guide at the end of this section.

NOTES

*Not included in THE BOX

NOTES

In any event each teacher should inform the other of the students' progress and arrange for the activities to take place within prearranged times, so that student interest and retention is maintained and so that cross references to other components of THE RHODE ISLAND BOX can be made wherever appropriate.

Gilbert Stuart Activities - Portraiture

All the Stuart activities are self-directing for students and the 8 activity cards are in THE BOX. They are also printed here.

ARTS Painting

Stuart Activity 1

Think about, discuss with other students and with the teacher, or write about the following questions:

What is a portrait? Why is it made? On what occasions do we make or take pictures of people? How many different ways can a portrait be made? How would a portrait be judged; by accurate likeness, by good design, by the technical painting skill of the artist (photographer) by what the portrait tells about the person's personality or character, by the colors used, by the mood expressed? How were portraits made long ago and how are they made today?

ARTS Painting

Stuart Activity 2

Make a portrait of yourself or anyone else you know. Decide what you will include in your picture. Decide what you will tell about the person. Decide how you will make your picture; will it be a drawing, a painting, a photograph, a collage -- a cartoon? After you have made plans, do as good a job as you can. If a drawing or painting seems too difficult, a photograph, a collage, even a cartoon might be an alternative. When the picture is finished, determine how close to your plan you have come. If you wish, display your picture, give it to the person who was the subject, or keep it in a portfolio of your own work.

NOTES

ARTS Painting

Stuart Activity 3

Look at as many portraits as you can find at home, and at collections of books, reproductions, slides and filmstrips in your school's media center. Make a list of what you will look for, such as expression of personality (dignity, seriousness, fashion, vanity, sweetness), status (artistocracy, wealth, poverty, profession, etc.), mood (happiness, sadness, etc.), style of painting, technique (drawing, painting, print, photograph) background. Find as wide a variety as you can. Discuss your observations with each other and with your teacher.

ARTS Painting

Stuart Activity 4

Look at all the Gilbert Stuart paintings. Look for likenesses and differences between the paintings. Put the pictures in groups that seem to be alike, such as men and women, young and old, etc. Look at their clothing, jewelry, objects in the painting, the background. Do the people seem poor or rich? What do you think their occupations were?

ARTS Painting

Stuart Activity 5

Read the material about the people who were Stuart's subjects. Match the person to the painting.

ARTS Painting

Stuart Activity 6

Read about Gilbert Stuart's life. Locate his birthplace and residence on the Rhode Island outline map and enter it on the time line. Enter on the time line some of the important events of his life. Note the many places where Stuart's paintings are on display.

NOTES

ARTS Painting

Stuart Activity 7

Look at a dollar bill. Which President of the United States is pictured on the bill? Find out who is pictured on other denominations of our currency. Find out the source of the pictures.

Gilbert Stuart Portraits

NOTES

1 Portrait of the Artist, c.1786, Metropolitan Museum of Art

2 Mrs. Richard Yates, 1793/94, Mellon Collection, National Gallery of Art

3 Josef de Jaudenes y Nebot, 1794, Metropolitan Museum of Art

4 Aaron Burr, c.1794, New Jersey Historical Society

5 Matthew Clarkson, c.1794, Metropolitan Museum of Art

6 General Louis Marie Viconte de Noailles, 1798, Metropolitan Museum of Art

7 Mrs. James Greenleaf (Ann Penn Allen) c.1795, Metropolitan Museum of Art

8 George Washington (The Landsdowne Portrait), 1796, Pennsylvania Academy of Fine Arts

9 Elizabeth Beale Bordley,c.1797, Pennsylvania Academy of Fine Arts

10 George Washington, 1800/03, Metropolitan Museum of Art

11 George Washington, 1805, Museum of Art, Rhode Island School of Design

12 John Randolph, 1805, Mellon Collection, National Gallery of Art

13 Thomas Jefferson, 1805/07, Bowdoin College Museum

14 James Madison, 1805/07, Bowdoin College Museum

15 James Monroe, 1818/20, Metropolitan Museum of Art

16 Bishop John Cheverus, 1823, Museum of Fine Arts, Boston

17 John Adams, 1825/26, Smithsonian National Collection of Fine Arts

Edward Bannister

In 1876, at the Philadelphia Centennial, a large art exhibition was held. Among the entrants was a painting, Under the Oakes, by Edward Bannister of Providence. It won a bronze medal in a national art show which was to have a seminal influence on the development of art institutions and art consciousness in this country.

Objectives

Students will:
1 Describe Bannister's painting style.
2 Recognize that creative contributions in the arts are made by people of various ethnic groups.

Materials

6 slides of Edward Bannister paintings
Biographical information in FAMOUS RHODE ISLANDERS
*Paper, paint, brushes, crayons, chalk, water containers, or any materials used in painting
Student activity cards - Edward Bannister

NOTES

* Not included in THE BOX

Special Note

Because activities leading to consideration of Edward Bannister's work involve the making of pictures, the Edward Bannister section is best incorporated as a part of the art curriculum. Although the classroom teacher could guide students through the activities, those involving design, art materials, techniques and aesthetic questions and judgments would be most effectively presented by the art teacher. Those activities involving research, assembling of information, etc. might be done in the classroom. In order to avoid confusion, the classroom teacher and the art teacher should plan together, determine their division of tasks and schedule for activities and inform one another of progress.

The activities relating to Edward Bannister begin with the drawing or painting of a scene. Many children make pictures of scenes so a drawing or painting lesson of this kind should present few problems, especially if the art teacher is involved. Although students should be expected to do their best, a work of art is not an objective;

NOTES

rather, the objective is to introduce students to the concept of painting scenes. After making pictures, students should look at as many pictures of scenes as can be made available to them especially through the school media center's collection, in books, art periodicals, reproductions, slides and filmstrips. After looking at a variety of pictures, they then look at the slides of Bannister's paintings. After looking at Bannister's paintings, they investigate his life. If students engage in these activities with as little time as possible between one and another, they should be better able to relate their own picture-making experience to other pictures. It is assumed, also, that from the picture-making activity, they will be able to discuss and to infer about other pictures and specifically about Bannister's work.

Whether or not students like his paintings is not crucial; it is crucial, however, that they learn that he was recognized by his colleagues and that he was black. This fact might provoke interest in ethnic art. To arrive at conclusive answers regarding the subject would be an impossible achievement; to start wide discussion should be possible. Students can be led to ask questions of what, why and how artists do or did whatever their talent inspired them to do.

Today there are artists (painters, actors, musicians, dancers, etc.) of a variety of ethnic groups studying and working in Rhode Island. A concluding activity could be an interview with such a person on ethnic art, the ethnic artist, enthnicity in art, or any other dimension of the subject.

Activities

All the Bannister activities are self-directing for students and the 5 activity cards are in THE BOX. They are also printed here, together with the following list of titles of Bannister's paintings.

1 Landscape

2 Landscape

3 Street Scene

4 Landscape

5 Study: June

6 Landscape

Bannister paintings, Museum of Art, Rhode Island School of Design

NOTES

ARTS — Painting

Bannister - Picture-making Activity

Make a painting of a scene. Decide what you will include in your painting. Will you have grass, trees, flowers, buildings, roads, sky, people, animals, brooks, or rivers, hills, mountains, etc.? Decide, if you wish, to show a time of day or night, such as sunrise, sunset or moonlight. Decide, if you wish, to show a time of year, spring, winter, etc. Decide if you would like to show sunny, foggy or stormy weather. Decide if you wish to make a peaceful, exciting, spooky or grand scene. Decide how and where you will make your picture; i.e., from memory, imagination, inside, outside or looking through a window.

Think and plan a great deal about what you will put into your scene and how you will arrange everything on your paper. Decide then, what colors you will use that will best express the scene you have planned to make. Make your painting and then talk with other students and with your teacher about why you did what you did.

ARTS — Painting

Bannister - Paintings of Scenes Activity

Collect as many pictures of scenes as you can and look at them carefully. While you are looking at them, think about what you did while you planned and made your painting. As you look at each one the following questions might help:

1 Do you think the artist went outside, looked through a window, drew or painted something he was looking at, or from memory, or imagination?
2 Can you tell from the picture anything about the weather, the time of day, or night, or the season?
3 How did he arrange everything in his picture and what kinds of colors did he use (light, dark, bright, dull, many, few)? Is there any relation between the colors and the kind of painting it is?
4 Is the subject matter of the picture ugly, beautiful, majestic, dreamlike, etc.?

NOTES

ARTS Painting

Bannister - Investigating the Artist Activity 1

Look at Edward Bannister's paintings. Think about his paintings just as you did about your own and those of other artists. Ask the same questions again and discuss them with other students and with your teacher.

ARTS Painting

Bannister - Investigating the Artist Activity 2

Read about Edward Bannister's life. Record facts about him on the time line. Can you see any connection between his life and the way he painted? If possible, find pictures by other artists who lived around the same time and compare his work with theirs.

See FAMOUS RHODE ISLANDERS

ARTS Painting

Bannister - Investigating the Artist Activity 3

Find out where you can see originals of some of Edward Bannister's paintings. Go with a friend, your family, your class and tell what you know about the artist.

Sculpture

Throughout the state there are structures that are not buildings and like drawings and paintings serve no practical purpose. Wherever they are placed, outside, inside or on something, there is a story or an explanation for their very being. These are the sculptures of Rhode Island.

Objectives

Students will:

1 Investigate monuments, statues, sculptured forms and structures in Rhode Island.
2 Relate examples of sculpture to people and events in our state's history.
3 Comprehend sculpture as an art form.

NOTES

Materials

The following prints or slides in the Buildings in Rhode Island collection:

a. Redwood Library, Newport
b. State House, Providence
c. The Elms, Newport
d. Federal Building, Providence
e. Fleur-de-Lys Building, Providence
f. The Breakers, Newport
g. Welfare Building, Pawtucket
h. Audrain Building, Newport
i. Majestic Theatre, Providence

Student Activity Cards

Activities

All the sculpture activities are self-directing for students, and the 5 activity cards are in THE BOX. They are also provided here.

NOTES

ARTS Sculpture

Activity Card 1

Look at either prints or slides in the Buildings in Rhode Island collection and sort out those that have statues or decorations that you think are sculpture. If possible, visit the buildings and look at the sculpture. Find out as much as you can about it such as:

1 Who made it?
2 What or who, if anything or anybody, does it represent?
3 Of what material is it made?
4 Where is it?
5 How was it made?
6 Where was it made?
7 When was it made?
8 Why was it made and who were the people responsible?
Record everything you find out about sculpture on the outline map and the time line.

ARTS Sculpture

Activity Card 2

In your own community, town or city, there may be monuments, plaques and decorations on the insides of buildings and outdoors. Make a list of as many as you can locate and then find out as much as you can about them. Find out:

1 Who made them?
2 What or who, if anything or anybody, do they represent?
3 Of what materials are they made?
4 Where are they?
5 How and where were they made?
6 When were they made?
7 Why were they made and who were the people responsible?

ARTS Sculpture

Activity Card 3

Find places in Rhode Island other than your own community where sculpture can be seen. Visit the places, look at the sculpture and find out as much as you can about it.

NOTES

ARTS Sculpture

Activity Card 4

Find out if there are sculptors working in Rhode Island. Invite a sculptor to your school or, if he is willing, visit him in his studio. Ask him to tell you about his work. Ask him questions such as how he makes his sculpture, what materials he uses, what happens to his sculpture when he is finished, where some of his sculpture is now and why he makes what he makes.

ARTS Sculpture

Activity Card 5

Make a sculpture yourself. Do it in your art class or with your art teacher's guidance. Talk about your sculpture and about the sculpture of other artists with your teacher and your classmates. Discuss what the word sculpture means to you.

William Billings

In 18th century America, a new musical style, exhibiting individuality and independence, was developing from the well-established European musical tradition. With the compositions of tunesmiths and the activities of singing schools, this style began to take the shape that was to have a powerful effect on future American composers.

Through his popular songs, such as Chester, and the founding in Providence of Rhode Island's first singing school, William Billings, Yankee tunesmith, left his mark as one of the "carvers" of America's musical future.

Objectives

Students will:

1. Become aware of some of the music of 18th century revolutionary America.
2. Recognize and perform Chester by William Billings.
3. Learn about William Billings and his work.
4. Learn about some Rhode Island musicians who have contributed to American music.

Materials

William Billings tape
Script of William Billings tape
Sheet music, Chester by William Billings
Pictures of William Billings in FAMOUS RHODE ISLANDERS
*Two tape recorders
*Music recordings, as follows:

a) Current popular music
b) Favorites of students, their brothers and sisters, parents and grandparents
c) Selections from Godspell and Jesus Christ, Superstar or some other rock opera
d) Spirituals, gospel songs, church music.
e) Marches (John Philip Souza and David W. Reeves)
f) Ionization, Edgar Varese or some other electronic music selection

Student activity cards

Special Note

Because activities leading to consideration of William Billings' work involve listening, discussing, singing, playing and composing music, the William Billings component is best incorporated as a part of the music curriculum and most effectively presented by the music teacher.

NOTES

* Not included in THE BOX

NOTES

The activities follow a sequence beginning with listening and discussing and ending with composing and they include the investigation of music and musicians in Rhode Island.

Although each student need not pursue every activity, it is suggested that all students be given the opportunity to participate in all discussing and listening activities, so that all may acquire an awareness of the contributions to American music that have been and are being made by people in Rhode Island. In any event it is important for the music teacher and the classroom teacher to inform one another of the progress of activities so that student interest and attention is maintained and so that cross references to other components of THE RHODE ISLAND BOX can be made, wherever appropriate.

Activities

Almost all the Investigating and Listening and Project and Performance Music activities are self-directing for students and the 10 activity cards are in THE BOX. They are also printed here.

ARTS — Music

Investigating and Listening Activity 1

Think about, discuss with other students and your teacher or write your thoughts about the following questions:

Where and when do people today hear music, what kinds of music do they hear in these places and on these occasions? What might be some of the reasons for the choice of pieces? What are some of the kinds of music people like and why? What are some kinds of music you prefer, your older brothers and sisters, your parents, your grandparents?

ARTS — Music

Investigating and Listening Activity 2

Collect and listen to records of music you like and music liked by others. Find out why other people have listened to and enjoyed particular kinds of music especially when it differs from your preferences. Talk to them about the music of their times.

NOTES

ARTS Music

Investigating and Listening Activity 3

Collect and listen to recordings of protest music, marches, church music and songs. Discuss the relation of the words to the music. Discuss the feeling that the words and the music might arouse in a person.

ARTS Music

Investigating and Listening Activity 4

Listen to the Billings tape. Compare his music to music you have been collecting and listening to in class.

Special Note

The Billings tapescript is included here for your information.

Billings Tapescript

It has been said that we can best understand our todays by looking closely at our yesterdays. William Billings, tanner, teacher, composer, publisher - although a child of the 18th century - projected in his music the spirit of 20th century man. He would have been very much at home with the folk-singers and composers of the 20th century because each is his own carver.

From his most sublime anthems to his simplest songs, Billings made a powerful appeal to the common man.

Unlike many artists, writers, and composers, Billings' works were sung and appreciated while he lived. Yet his fame did not eliminate opposition from some of his musical associates who disliked his lively style, which was known as "fuging" (soft 'G' in fuging) - so enjoyed by the people.

The music you hear now is of a type frequently heard today. We call it a round or canon, and this artist portrays it with a circle. A round is similar to its 18th century ancestor, the fuge. Listen to the imitation in Billings' "fuging-tune" CREATION. Billings was not by far the best or the most skilled composer; yet the force of his personality and the vigor of his music drew people in wonder to him.

NOTES

His unique contribution to the heritage of music in Rhode Island was the establishment of the first singing school in the state - in Providence. An announcement in the newspaper dated May 28, 1774 states:

> "Singing-School: Wm. Billings informs the Publick that he proposes to teach the Art of Psalmody in all its Branches. Such Persons as are desirous of being instructed by him are disired to leave their names at the House of Mr. Levi Hall, opposite King's Church. He will open School as soon as a sufficient number of Scholars shall appear. N.B. Billings' Singing Books to be sold by said Hall and Mr. Samuel Nightingale."

The success of this singing school of Billings gave rise to the development of an increasing number of similar schools in the Rhode Island area in the late 18th and 19th centuries.

Great men, like Abraham Lincoln and others are often gifted with a sense of humor; and William Billings was no exception. In response to criticism that his music was too simple and lacking in discord, he composed the song "Jargon" and wrote a witty explanation of it:

> "Let the music be performed in the following manner - Let a donkey sing the bass, let the filing of a saw carry the tenor, let a hog who is extremely weak squeal the counter, and let a cart-wheel, which is heavy-loaded, and that has long been without grease, squeak the treble..."

With this music Billings "stretched the ears" of his staid 18th century audience who were used to listening to music like this...all the while giving them a preview of what would happen in 20th century music.

Yet he was a man extremely concerned about the social and political events of his own time. Throughout history, particularly during times of conflict (wars of revolution, for instance) songs have been written expressing popular emotion and patriotism. During the Civil War the great rallying cry for the North was "The Battle Hymn of the Republic" with words by a Rhode Islander, Julia Ward Howe.

Almost 100 years before that, William Billings composed a stirring tune which became the most popular song of our War for Independence. It was sung by soldiers and civilians alike.

The citizens of Billings' Providence Singing School (1774) were fortunate to have as their teacher the composer of this song.

A man struggling to earn his living at a tanner's trade, composing his tunes with chalk on the walls of the mill where he worked - THIS man was able to express the American spirit in song - not only for the people of the 18th century, but for all Americans for all times.

NOTES

ARTS Music

Investigating and Listening Activity 5

What were singing schools? Why were they needed? Why do you think William Billings began a singing school in Providence?

ARTS Music

Investigating and Listening Activity 6

Find out what these terms mean. Post the words and definitions in the classroom.

A capella
Fuging-tune
Tune-books
Psalmody
Round
Tanner
Tunesmith

ARTS Music

Investigating and Listening Activity 7

Collect information about other Rhode Island musicians past and present. Listen to their music. Record important dates about them and their work on the time line. Write brief biographies of them and add the biographies to FAMOUS RHODE ISLANDERS.

See FAMOUS RHODE ISLANDERS

ARTS Music

Project and Performance Activity 1

Play and sing William Billings' music, especially Chester.

NOTES

ARTS — Music

Project and Performance Activity 2

Play and/or sing the following selections.

Battle Hymn of the Republic (Julia Ward Howe)
Second Connecticut March (David Wallis Reeves)
Over There and You're a Grand Old Flag (George M. Cohan)

ARTS — Music

Project and Performance Activity 3

Make a sound tape, similar to the Billings tape, about any Rhode Island musician.

Project and Performance Class Activity

Present a "Music of Rhode Island" program to the school and to the community. Such a program might include the Billings tape, sound tapes about selected Rhode Island musicians as well as recordings by them or of their music, and student performances of Rhode Island music.

Composing

a) In discussing composition, Billings wrote

> "I won't be held to the rules of music laid down for my by those who lived before...nor would I think to lay down any laws for those who come after me...in fact, I think it best for any composer to be his own carver."

Using this quote as a springboard, students can be guided in the composing of a piece of music that will be three minutes long. The composition will be in effect an A B A form and can be compared to the form of Billings' Chester and Cohan's, Over There.

With students, discuss some of the sounds, both electronic and natural, in today's music. To gain student awareness of the variety of sounds in contemporary music, listen to the music of the 20th century American composer, Edgar Varese (Ionization or Poeme Electonique).

NOTES

Decide what sounds can be made in the classroom. List the sounds, record them, and then select six to be used in the class composition. Determine the order in which they will be used; i.e. knock on the door, snatch of a song (perhaps by a Rhode Island musician), whistle blowing, etc. So that there will be an integral unit, choose from the six sounds one that will be repeated at intervals throughout the piece. This will be the constant figure. For example, ring a bell every sixty seconds for ten seconds. (a stop watch will be needed). Record the six sounds. List each sound and the exact amount of time used for each sound. The recording of the six sounds will become section A.

Construct section B by selecting another group of sounds, listing and recording them, ending with the constant figure. A possible alternative would be to record the sound of section A in reverse using a second tape recorder for this purpose. The composition of the third part can be section A shortened to six seconds for each sound except for the constant figure of ten-second duration. Name the piece of music.

A model composition schema follows:

NOTES

Model Composition Schema

Section	Time	Sound
A	00:00 - 00:20	1 Part of a march (or any other music)
A	00:20 - 00:25	2 Rapping a rhythm on wood or on a drum
A	00:25 - 00:35	3 Humming on one tone
A	00:35 - 00:50	4 Sounds of Marching
A	00:50 - 00:60	5 Short, soft whistle blasts
A	1:00 - 1:10	6 Bell tolling This figure will be constant, always 10 seconds in length.

Section	Time	Sound
B	1:10 - 1:15	Silence
B	1:15 - 1:30	Play backwards No. 1 of Section A
B	1:30 - 1:35	Play backwards No. 2 of Section A
B	1:35 - 1:45	Play backwards No. 3 of Section A
B	1:45 - 2:00	Play backwards No. 4 of Section A
B	2:00 - 2:10	Play backwards No. 5 of Section A
B	2:10 - 2:20	Bell tolling (this is the constant figure; it's the same as it is in Section A)

Section	Time	Sound
C	2:20 - 2:26	Same sound as Section A No. 1
C	2:26 - 2:32	Same sound as Section A No. 2
C	2:32 - 2:38	Same sound as Section A No. 3
C	2:38 - 2:44	Same sound as Section A No. 4
C	2:44 - 2:50	Same sound as Section A No. 5
C	2:50 - 3:00	Bell tolling - the constant figure.

b) Students can compose a song with words, to be sung a capella or accompanied, about some aspect of American life.

Stages, Lights and Audiences

For a very long time, the theatre has been a vigorous part of American culture. Over the years on many stages and in many locations, a great variety of performances and artists have played to Rhode Island audiences; they continue to do so today. A host of talented people, local, national, even international in fame have reached the minds and spirits of people in this state.

Objectives

Students will:

1 Investigate performances that have taken place within Rhode Island.
2 Learn about some artists who have performed in Rhode Island.
3 Identify theatres in Rhode Island and relate them to performers and performances.
4 Become aware of Rhode Island's contribution to the theatre.

Materials

Biographical information in FAMOUS RHODE ISLANDERS.
Buildings in Rhode Island print and slide collection.
  a Market House, Newport
  b Majestic Theatre, Providence
*Outline map of Rhode Island
Time Line

Activities

1 Discuss with your class what the theatre means to the students and what kinds of performances they enjoy. Ask the following questions:
  Is television your theatre?
  Are there any types of performances that you also enjoy, i.e. films, concerts, plays, circuses, etc.?
Ask the class to make a listing of performances they have attended; a chart, like the one illustrated below, could be used for this class activity.

Stages, Lights, and Audiences

Performance	Location	Type of Performance	Date

NOTES

*Not included in THE BOX. Directions for map construction are in TIME AND PLACE

NOTES

2 To further the investigation of the theatre, divide the class into 3 groups with each group responsible for gathering further theatre-related information and recording it on a chart like the class chart.

Group Instructions:

Group 1 Interview your parents and grandparents or anyone that you know of another generation about their memories of the theatre in Rhode Island when they were younger. Ask them what their preferences were and why; ask them about the differences in the theatre then and now. Make lists related to performances they attended like your class list.

Group 2 Read about the Market House, Newport and the Majestic Theatre, Providence on the description cards in Buildings in Rhode Island. In your community library, historical society or newspaper, find out as much as you can about performances, performers and dates. Make lists related to performances like your class list.

Group 3 Investigate theatres in your community, the nearest town or city, or anywhere in the state, according to your choice. Make a set of lists of information about performances and dates and performers in each theatre like the class list.

3 Ask for volunteers to make a copy of each group of lists. Make a copy of each group of lists. Using the copies, consolidate into one set of four lists; namely, performances and dates in chronological order, theatres and/or location, performers with date of performance chronologically arranged, and types of performances.

4 Post the consolidated list in the classroom. Post the other groups of lists nearby. Read the entries on each list. Call for students to draw inferences based upon the information gained in their investigation. Suggested questions:

Were certain kinds of performances more popular at one time than another?
Were some theatres more specialized than others in kinds of performances?
Have theatres over periods of time changed in types of performances presented?
Do some theatres no longer exist, and are there some fairly new theatres?
Have most performances taken place on stages inside buildings designed for that purpose?

NOTES

Has there been a narrow versus a wide range of kinds of performers?
Have performers generally been locally famous rather than of national and/or international renown?

5 Summarize the inferences. Verify them to the extent students are able by reading about theatre in America. Invite an expert in theatre to your school and have students present their points of view to him for discussion.

6 For further investigation have students read in FAMOUS RHODE ISLANDERS, about the actors, musicians, etc. included in the collection. Find out about other talented Rhode Island performers, living and dead; write biographical profiles about them and add material to the FAMOUS RHODE ISLANDERS collection.

7 Develop criteria for inclusion on the outline map of Rhode Island and the time line. For example, consider a performer's birthplace, residency or duration of sojourn or frequency of appearance in Rhode Island. Consider, perhaps, resident theatre groups, amateur versus professional performers, traveling companies, series of performances by visiting groups and one-show performances. After developing criteria and reaching class consensus, include information about the theatre in Rhode Island on the outline map and the time line.

In Print

Among the FAMOUS RHODE ISLANDERS included in THE RHODE ISLAND BOX there are six with the title of author. These six are members of a much larger group of individuals connected with this state who have distinguised themselves through their writing. The purpose of this section is to provide students with the opportunity to identify and learn about these people and to read their work.

Objectives

NOTES

Students will:

1 Investigate people of Rhode Island who have been or are writers.
2 Read work by Rhode Island writers.

Materials

Biographical information in FAMOUS RHODE ISLANDERS

Teacher Directions for Activities

In this section no specific student activities have been designed because the range of subject matter, style and complexity of writing of Rhode Islanders is so great that it does not lend itself to concise activities. It is suggested therefore, that classroom, language arts and English teachers develop activities appropriate to the reading ability of their students and that the activities be pursued at the time THE RHODE ISLAND BOX is in use. Such activities might include student development of criteria for definition of "Rhode Island writer," (should he/she have been born, educated, worked, lived, sojourned within the state - any or all; could he/she have been a journalist, creative writer, etc.?). Students might read the biographical material on authors in FAMOUS RHODE ISLANDERS, further investigate their lives and careers, then read some of their writings. They might add biographical material about Rhode Island writers to their FAMOUS RHODE ISLANDERS collection. Students might compile a bibliography of material about and by Rhode Island writers available in their school media center and in their community library, and add it to THE RHODE ISLAND BOX.

NOTES

The literature of Rhode Islanders can inform, move and delight the reader. Roger Williams, A Key into the Language of America can inform, Edwin O' Connor's Edge of Sadness can move and Clement Moore's, Night Before Christmas can delight. Such power to affect requires readiness to respond; therefore, it is left to the student to decide what he/she wishes to read and to the teacher to guide him/her in comprehending meaning.

ALL THE PEOPLE

ALL THE PEOPLE

Introduction and Overview

A most important aspect in any study of our state is its people, many, varied, interesting. All of us, from the first native American to the most recent arrival, are relative newcomers to what is Rhode Island. We have interacted with the land and with each other. Vital to any study of Rhode Island is a study of its people; and we are its people.

This component has three sections. The first, a sequence of experiences, begins with a classification activity based upon observable differences between individuals. This activity introduces the idea of diversity and the concept of ethnic diversity. In remaining activities, students explore their heritage, the class explores its commonalities and then develops a composite of their ethnic heritage. This section, Knowing Us, provides the basis for the second sequence, Counting Us.

Counting Us is an examination of Rhode Island's population, past and present, using census data. In this sequence, students expand their concept of ethnic diversity to their community and the State.

The third and culminating section of the component is The Contributors. It is an investigation into ethnic groups within the community and Rhode Island.

Knowing Us

In this section students will experience a sequence of activities all of which are designed around their own diversity - seen and unseen.

Objectives

Students will:
1 Become aware of similarities and differences within the class
2 Gain an understanding of their family heritage
3 Identify aspects of their ethnic heritage
4 Become aware of the ethnic diversity of the class

Materials

Transparency "My Family Tree"
*Newsprint or chartpaper

*Not included in THE BOX

Special Note

This section of activities is most sensitive in its nature. These activities have as a focus seen and unseen differences within the class. It is essential that any and all discussion, recognition, and sharing of these differences and similarities take place within a non-threatening environment.

The first activity, Observing and Classifying, is a classification of groups based upon observable characteristics. The maintenance of a supportive atmosphere ensures that this activity, and even more importantly, the following activities, will be valuable learning experiences. The language within the teacher's directions for this activity was chosen to facilitate the maintenance of the supportive atmosphere. Inconsiderate remarks can be damaging. Unless students can observe each other comfortably and courteously in this first activity, they might be reluctant to share aspects of their family and their heritage later.

NOTES

NOTES

My Family Tree activity calls for the identification of ethnic groups, nationalities, etc., within the student's family and personal information the student wishes to add. The teacher's participation in this, and the following activities, should facilitate the maintenance of a favorable atmosphere and the success of the activities.

It is possible that within a given class or classes there may be a student who is not part of any conventional family structure or who cannot or chooses not to provide information called for in some of these activities. The teacher's knowledge, sensitivity and ability to provide an alternate activity are crucial here.

Both the ME Chart and the US Chart ask for illustrations and statements of what the students feel is important about themselves and their background. Further, the student is asked to identify one of those important items and "contribute" it to the class. In these activities, as in the two prior activities, the student may feel vulnerable and hesitant. It is to you, the teacher, and your sensitivity that the student may turn for the sign that it is "safe".

Activities

1 Classifying Us

After dividing the class into groups of 7-12 students, instruct them to carefully, courteously and silently observe the other members of their group.

Have each group divide itself into two groups based upon the major likenesses and differences of their observable characteristics. Have each group write down the criteria used for the division.

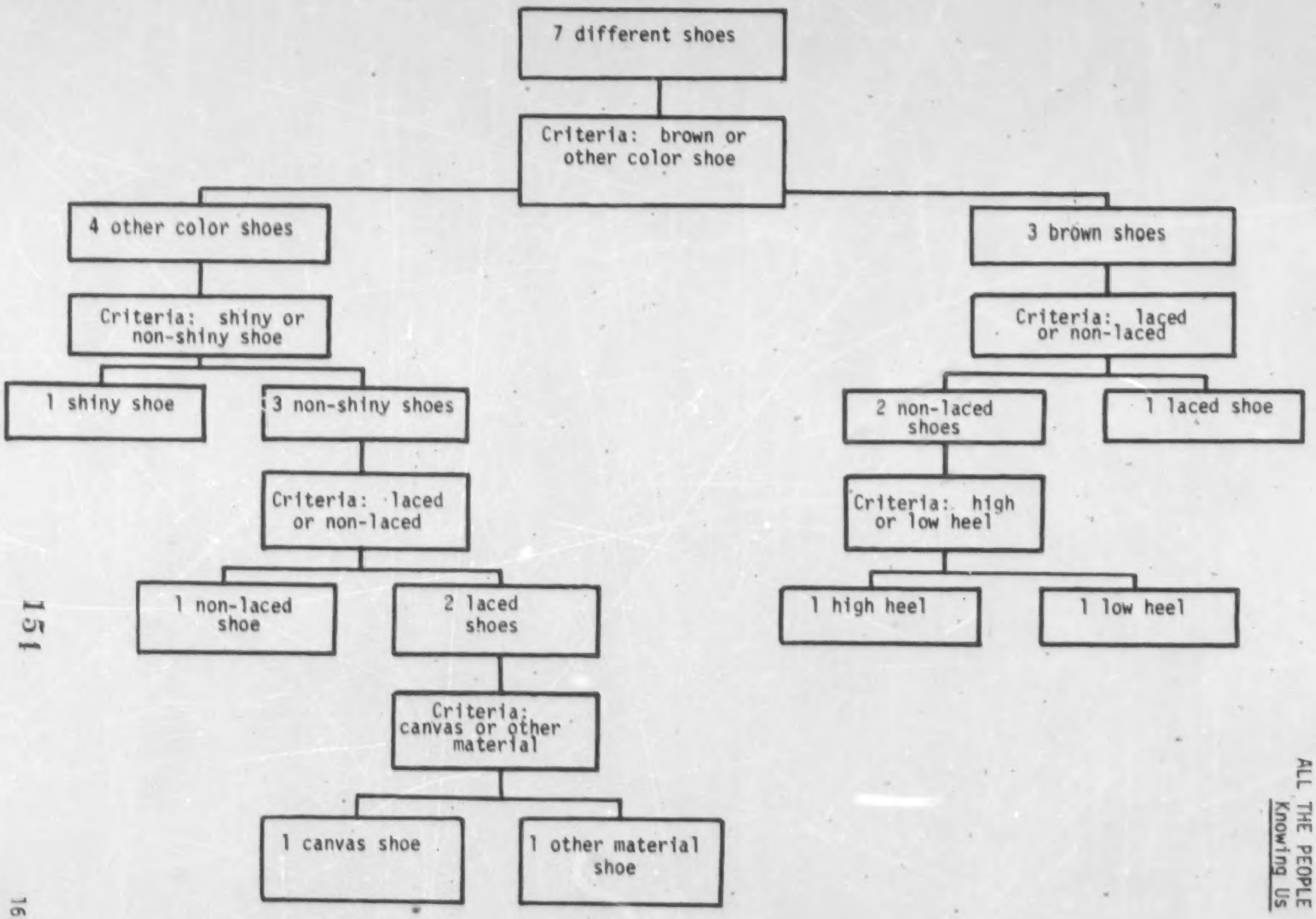
Explain the use of the dichotomous key to the class. Use something obvious, such as several different shoes to demonstrate its use. Two important points in the use of the key are observable characteristics and continuation of division until only one item/person is left in each group.

An example of a dichotomous key is on the following page.

Using a dichotomous key form, beginning with the student's criteria used for their first group division, have each group continue to divide itself into two based upon observable likenesses or differences until there is only one person at the end of each branch.

Have each group select one person without informing the other groups of their choices. Using the words in the key which describe that person, have someone in each group write a descriptive sentence of the selected person. To determine the adequacy of the description, ask the class to identify the person.

Dichotomous Key



151

163

ALL THE PEOPLE Knowing Us

Special Note:

The concept of diversity is the basis for this classification exercise, as well as following activities. Diversity is commonly defined as difference, variety, dissimilarity.

Further develop the concept of diversity by asking the following questions:
What have we done here?
What were some things this classification exercise was based upon?
What other words might you have chosen to point out what this exercise was based upon?
What does the word diversity mean to us?

Thus far, the class has been dealing with visible (seen) diversity. The concept of ethnic diversity rests mainly within the unseen. The use of a chart and questions will help in gaining understanding of the abstract concept of ethnic diversity.

DIVERSITY	
Seen	Unseen
skin color, hair color, glasses, height, freckles, etc.	religion country of origin, culture, family tradition, holidays, etc.

Suggested chart and questions:

What were some "seen" characteristics used in the classification exercise? List.
What are some other "seen" differences which can be listed on the chart?
What are some "unseen" characteristics of diversity that can be listed on the chart?
Select some items from the "unseen" list.
What are some specific examples of those items? How is the class diverse in terms of those items?

What name can be used to replace the term "unseen"? Post the responses on the chart next to the word "unseen". Add the word "ethnic" above the list just generated. Pointing out the addition, ask students to develop a definition of ethnic diversity based upon their discussion.

2 My Family Tree

Project the transparency "My Family Tree" and discuss its form and purpose.

NOTES

Ask the students to construct their family tree, using the transparency as a guide. Note that the family tree should clearly identify, as much as possible, not only the name of each person, but also the ethnic group, or country of origin, or nationality (ex. Portuguese), or hyphenation (ex. Afro-American). The trunk of the tree may be used for such information as student's name, date of birth, place of birth, address, nickname, etc.

It is often difficult to complete a family tree above the grandparent branches. Should that problem arise, the following are possible sources of information: older relatives, family Bibles or similar source books, photo albums, letters, burial sites, etc.

Following completion of the family trees, generate a class list of ethnic groups and countries of origin. Locate these countries on a world map.

3 ME Chart

Have each student construct a ME Chart. A ME Chart is a listing, montage, drawing or any other graphic representation of what each student feels is important to him/her because of family background, ethnic background, culture, religion, etc. The ME Chart should clearly identify the student (name, nickname, picture or self-portrait, and ethnic background).

Upon completion of ME Chart have students exchange ME Charts with a friend. After several moments of examination, ask:

What have you learned about your friend that you didn't know before?

What is most interesting to you on your friend's ME Chart?

Have students exchange their ME Charts with a person in the class they don't know very well. After several moments of examination, ask:

What have you learned about your classmate?
What on the ME Chart is similar to what you have on yours?
What on the ME Chart would you like to know more about? Ask:
What on the ME Chart is most interesting to you?

Display the ME Charts.

4 US Chart

NOTES

Instruct the class to observe all the ME Charts.
Identify those items on the ME Charts which appear similar.
Call for justification of the similarities.

Have students choose, from the remaining items left on their own ME Charts, the item they feel is the most important and/or the item they feel they would like to contribute to the class. Put all these items on a large class US Chart.

Display the US Chart.

Ask the questions:

What have we just represented on our US Chart?
What can we say about our US Chart?
How is our community similar to our US Chart?
How is our state similar to our US Chart?
What have we learned about us?

Counting Us

Nearly one-third of Rhode Island's population is either foreign-born or native-born of foreign or mixed parentage. Such a large diversity in such a small geographic area is unique in this country. The activities in this section use relevant data in a variety of ways to examine this diverse population.

Objectives

Students will:
- Be aware of the various countries from which Rhode Islanders emigrated.
- Gain knowledge of present numbers of foreign-born persons in Rhode Island.
- Be aware of the variety and size of the major racial groups in Rhode Island.
- Translate non-pictorial into pictorial data.
- Conduct further inquiry into a selected ethnic group.
- Learn about the distribution of ethnic groups in Rhode Island.

NOTES

Materials

- 25 tables, Table A, Country of Birth of Foreign-Born Population and Total Population of Rhode Island, 1870-1970.
- 1 set of 25 activity cards - Table A
- 1 transparency- Table B
- 1 set of 5 activity cards - Table C
- 1 transparency - Table C
- 1 transparency, "Foreign-Born Population and Native-Born of Foreign or Mixed Parentage."
- 25 tables, Tables D and E
- 1 transparency, "Percent of Total Population in Selected Ethnic Groups."

Activities

1 Table A

Distribute a Table A and a Table A activity card to each student. Both of them are reprinted here for your information. Also included is a sample of a vertical bar graph called for on the activity card. The student is directed to ask the teacher for an explanation of a vertical bar graph. Although the activity card is self-directing, the skills which the students are asked to use are difficult. Because they may not be adept in the use of these skills, the teacher's assistance will be important.

Table A

COUNTRY OF BIRTH OF FOREIGN BORN POPULATION AND TOTAL POPULATION OF RHODE ISLAND, 1870-1970

RHODE ISLAND TOTAL POPULATION	949,723	859,488	791,896	713,346	687,497	604,397	542,610	428,556	345,506	276,531	217,353
Country of Birth	1970	1960	1950	1940	1930	1920	1910	1900	1890	1880	1870
All countries	74,374	85,974	113,264	137,784	170,720	173,499	178,025	134,519	106,305	73,993	55,396
England & Wales	5,467	9,413	14,273	18,982	24,920	26,027	28,086	23,088	21,107	12,670	9,502
Scotland	1,711	2,908	3,754	4,920	6,401	5,692	6,269	5,455	4,984	3,039	1,948
Northern Ireland	361	790	184	1,983	3,845						
Ireland (Eire)	2,609	4,426	8,125	10,099	13,895	22,253	29,715	35,501	38,920	35,281	31,534
Norway	223	263	332	427	543	545	577	342	285	56	22
Sweden	1,280	2,019	3,428	4,662	6,181	6,542	7,404	6,072	3,392	776	106
Denmark	147	123	177	224	280	365	328	268	154	55	24
Netherlands	227	144	120	118	138	138	143	69	44	51	45
Belgium	481	524	627	725	907	968	959	383	147	20	6
Switzerland	185	152	160	172	204	211	220	166	133	122	74
France	1,003	1,320	1,601	1,611	2,013	1,971	1,706	679	460	312	167
Germany	2,414	2,535	2,573	2,726	3,090	3,126	4,356	4,300	3,200	1,966	1,201
Poland	2,874	4,002	5,336	6,632	8,696	8,158	7,015	1,862	182	97	13
Czechoslovakia	193	197	166	145	274	264	-	-	-	-	-
Austria	657	830	1,234	1,455	838	1,307	1,512	619	191	57	38
Hungary	137	220	193	174	133	176	294	69	19	5	5
Yugoslavia	51	55	42	21	24	146	-	-	-	-	-
U.S.S.R.	2,485	3,960	4,678	5,580	5,890	8,055		2,429			
Lithuania	204	455	603	671	922	794	7,469		682	25	13
Finland	330	414	443	504	448	320	297	132			
Rumania	146	209	247	356	480	370	415	110	-	-	-
Greece	774	858	1,050	987	1,100	1,219	951	84	16	7	2
Italy	14,241	18,438	24,380	28,851	32,493	32,241	27,286	8,972	2,468	313	58
Spain	138	102	100	96	110	87	40	23	17	65	12
Portugal	14,582	8,698	6,405	7,696	8,118	8,624	6,068	2,545	833	210	146
Other Europe	304	308	532	308	446	212	53	4	38	20	5
Asia	3,569	3,189	3,361	3,751	4,372	3,529	3,832	1,096	234	84	17
Canada-French	11,773	18,072	19,163	23,169	31,501	28,887	34,087	31,533	22,591		
Canada-Other	"	"	6,123	7,829	8,033	7,758	7,949	7,744	5,343	18,306	10,242
Mexico	145	47	53	21	18	7	7	4	8	2	2
Other America	1,852	842	691	488	494	376	316	249	160	177	80

ALL THE PEOPLE Counting Us

159

NOTES

ALL THE PEOPLE Counting Us

Activity Card - Table A

1 What is the topic of the table?
2 What do the various vertical columns represent?
3 What information is available in the horizontal rows of the table?
4 Locate the numbers representing the total of foreign-born population. In what year was the greatest number of foreign-born persons recorded?
5 How many French-Canadians were in Rhode Island in 1890?
6 In what year was the least number of Italians recorded?
7 Between what years was the greatest increase in numbers for those people in Rhode Island from Sweden?
8 Between what years was the greatest decrease in numbers for those people in Rhode Island from Ireland?
9 Examine the data recorded for 1910. Identify three groups of foreign-born persons who had a significant increase from prior years? What was the general trend from prior years?
10 Exam the data recorded for 1970. What was the general trend from prior years? List three groups of foreign-born persons who are exceptions to the trend.
11 Using the data from this table, make up your own table which contains the following information concerning 3 of the largest groups of foreign-born population:
   country of birth
   date of greatest number recorded
   date of least number recorded
   dates which record most significant increase
   dates which record most significant decrease
   Place this information on the Time Line.
12 Find the country or countries from which your ancestors/relatives came or select a country in which you are interested and record the following data:
   total number from that country in Rhode Island in 1970
   date of greatest number recorded
   date of least number recorded
   date your ancestors/relatives (if applicable) came to Rhode Island
   date your ancestors/relatives (if applicable) would have first been recorded
   why they came
   Place this information on the Time Line.
13 Table A has no pictorial representation. A graph uses pictorial representations. Take one horizontal row from Table A and develop a vertical bar graph for that row. Ask your teacher to explain a bar graph.

Sample Vertical Bar Graph
"Number of 7th Grade Students, Bay Junior High School"

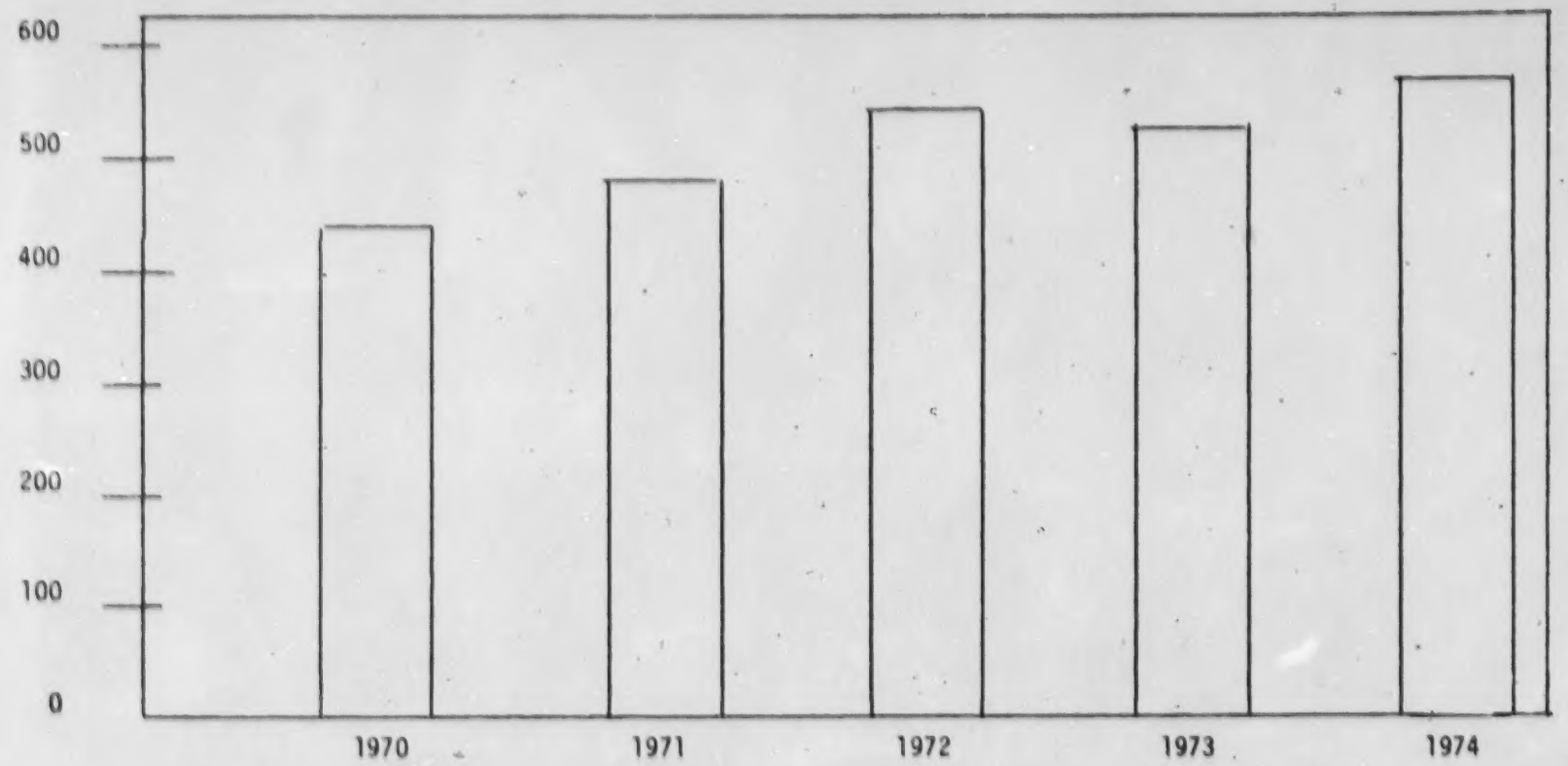


TABLE B

RACIAL PROFILE OF RHODE ISLAND
1900 - 1970

YEAR	1970	1960	1950	1940	1930	1920	1910	1900
TOTAL POPULATION IN RHODE ISLAND	949,723	859,488	791,896	723,346	687,497	604,397	542,610	428,556
WHITE	918,685	838,712	777,015	701,805	677,026	593,980	532,492	419,050
NEGRO	25,259	18,332	13,903	11,024	9,913	10,036	9,529	9,092
INDIAN	1,441	932	385	196	318	110	284	35
ASIAN	3,275	1,190	428	302	339	265	305	379
ALL OTHER	1,063	322	165	20	1	11	-	-

NOTES

2 Table B

Special Note

While Table B is a teacher-directed presentation of information concerning the racial profile of Rhode Island, it is designed to provide the opportunity for students to transfer and apply the skills developed in the previous activity.

Upon completion of the Table A activity and prior to the collection of the Table A and activity cards, project the transparency "Table B, Racial Profile of Rhode Island 1900-1970". It is reprinted here.

Questions

a) What is the purpose of this table?
b) What do the various vertical columns represent?
c) What information is available in the horizontal rows?
d) During what year were the fewest Asians in Rhode Island?
e) What is the largest non-white group in Rhode Island?
f) What was the general trend in 1970 from prior years?
g) How does this general trend compare to question #10 in Table A? Why do you think that is so?

Have students transfer the information pertaining to Negro or Indian to a pictorial representation. Because the activity card for Table A used a vertical bar graph, the use of a horizontal bar graph or line bar graph might be explained and suggested.

3 Foreign Stock

Tell students they will be working with a new term "foreign stock". Foreign stock includes foreign born population and natives born of foreign or mixed parentage.

Divide the class into groups of 5 - 10 students. Project the transparency "Table C" and give each group a "Table C - Group Activity Card." The group activity is self-directing and 5 Activity Cards are in THE BOX. It is printed here as is Table C.

NOTES

ALL THE PEOPLE Counting Us

Group Activity Card - Table C

1 What is the purpose of this table?
2 What do the numbers following the community names represent?
3 If you knew the total population of Smithfield in 1970 was approximately 13,500, how can you use this table?
4 What community had the smallest percentage of foreign stock? Why do you think that is so?
5 What community had the largest percentage of foreign stock? Why do you think that is so?
6 What is the State's percentage of foreign stock?
7 What community is closest to the State's percentage?
8 What is your community's figure? How does it compare to the State's figure?
9 Which ethnic groups do you think make up your community's figure?
10 What in your community is attractive to any person or group of persons wishing to live here?

TABLE C

FOREIGN-BORN POPULATION AND NATIVE-BORN OF FOREIGN OR MIXED PARENTAGE (IN % OF POPULATION)

BARRINGTON	26.46	NEWPORT	23.29
BRISTOL	48.35	NEW SHOREHAM	15.17
BURRILLVILLE	27.36	NORTH KINGSTOWN	15.72
CENTRAL FALLS	45.36	NORTH PROVIDENCE	38.44
CHARLESTOWN	20.76	NORTH SMITHFIELD	32.29
COVENTRY	23.58	PAWTUCKET	40.53
CRANSTON	38.17	PORTSMOUTH	21.92
CUMBERLAND	34.71	PROVIDENCE	36.57
EAST GREENWICH	22.39	RICHMOND	19.12
EAST PROVIDENCE	36.54	SCITUATE	20.78
EXETER	19.17	SMITHFIELD	30.30
FOSTER	23.50	SOUTH KINGSTOWN	15.72
GLOCESTER	23.26	TIVERTON	32.97
HOPKINTON	18.10	WARREN	37.51
JAMESTOWN	26.21	WARWICK	27.53
JOHNSTON	38.63	WESTERLY	33.36
LINCOLN	38.17	WEST GREENWICH	15.69
LITTLE COMPTON	24.66	WEST WARWICK	38.05
MIDDLETOWN	15.84	WOONSOCKET	40.19
NARRAGANSETT	19.26	STATE OF R.I.	32.84

NOTES

After the groups have answered the questions on the activity card, project the transparency "Foreign-Born Population and Native-Born of Foreign or Mixed Parentage."

Ask the questions:
- What is the purpose of this transparency?
- How is the information here similar to the information on the table which we just examined?
- How is it different?
- What might we use the table for?
- What might we use the maps for?
- Why do you think so many people were attracted to the communities which have over 30% foreign stock? Discuss.
- We have seen information presented a variety of ways: tables, graphs, maps. Which way do you prefer? Why?

4 Groups and Percentages

Special Note

Besides providing for the identification of the major immigrant groups, this activity affords the opportunity for the teacher to conduct a variety of mathematical exercises. The teacher may also use this activity as an evaluative device or as an exercise for further skill development.

Distribute Table D and Table E . They are reprinted here.

Table D

Population Count for Selected Ethnic Groups

ALL THE PEOPLE
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	Canada	Ireland	Italy	Poland	Portugal	United Kingdom
Barrington	644	287	1321	177	250	714
Bristol	585	233	1603	69	3794	334
Burrillville	1431	152	143	174	14	479
Central Falls	4128	308	127	957	1209	584
Charlestown	118	18	31	10	0	190
Coventry	1809	209	606	537	278	754
Cranston	3045	2046	11696	827	813	2577
Cumberland	2912	514	503	875	1493	1504
E. Greenwich	364	141	426	57	38	326
E. Providence	1850	1225	1763	320	5942	1539
Exeter	108	31	82	20	22	155
Foster	100	58	62	14	36	186
Glocester	339	77	128	22	11	319
Hopkinton	222	55	97	50	6	150
Jamestown	87	54	50	30	110	95
Johnston	756	254	5408	275	157	617
Lincoln	2585	369	460	227	169	1419
Little Compton	75	28	12	0	160	86
Middletown	467	387	421	146	504	528
Narragansett	259	147	257	6	13	290
Newport	987	1309	753	222	896	969
New Shoreham	0	24	12	0	0	21
N. Kingstown	1082	220	515	224	90	654
N. Providence	988	514	5244	150	295	844
N. Smithfield	1618	95	239	66	118	233
Pawtucket	8713	2281	2294	2371	3459	5477
Portsmouth	393	142	110	62	444	556
Providence	6303	6215	25061	2282	3937	4564
Richmond	57	18	18	52	0	198
Scituate	406	61	240	117	28	362
Smithfield	1034	257	1045	102	190	746
S. Kingstown	510	159	490	81	52	374
Tiverton	797	100	156	85	1080	408
Warren	842	152	698	362	929	264
Warwick	4063	2007	4918	661	796	4027
Westerly	447	195	3179	121	68	758
W. Greenwich	76	0	26	34	0	73
W. Warwick	3419	247	1756	575	1199	419
Woonsocket	12384	452	1305	926	237	385
State	66003	21041	73255	13389	28837	34178

Ethnic group refers to country of origin of foreign-born persons and native-born persons of foreign or mixed parentage.

Table E

Percent of Total Population in Selected Ethnic Groups

ALL THE PEOPLE
Counting Us

	Canada	Ireland	Italy	Poland	Portugal	United Kingdom
Barrington	3.66	1.63	7.52	1.01	1.42	4.06
Bristol	3.28	1.31	8.98	.39	21.26	1.87
Burrillville	14.19	1.51	1.42	1.73	.14	4.79
Central Falls	22.06	1.65	.68	5.11	6.46	3.12
Charlestown	4.23	.65	1.11	.36	0.0	6.81
Coventry	7.89	.91	2.64	2.34	1.21	3.29
Cranston	4.17	2.80	16.01	1.13	1.11	3.53
Cumberland	10.94	1.93	1.89	3.29	5.61	5.65
E. Greenwich	3.83	1.48	4.48	.60	.40	3.43
E. Providence	3.84	2.55	3.66	.67	12.35	3.20
Exeter	3.33	.96	2.53	.62	.68	4.78
Foster	3.81	2.21	2.36	.53	1.37	7.08
Glocester	6.57	1.49	2.48	.43	.21	6.18
Hopkinton	4.12	1.02	1.80	.93	.11	2.78
Jamestown	2.99	1.86	1.72	1.03	3.78	3.26
Johnston	3.43	1.15	24.54	1.25	.71	2.80
Lincoln	15.98	2.28	2.84	1.40	1.04	8.77
Little Compton	3.40	1.27	.54	0.0	7.25	3.90
Middletown	1.57	1.30	1.41	.49	1.69	1.77
Narragansett	3.62	2.06	3.60	.08	.18	4.06
Newport	2.86	3.79	2.18	.64	2.59	2.80
New Shoreham	0.0	4.79	2.40	0.0	0.0	4.19
N. Kingstown	3.63	.74	1.73	.75	.30	2.20
N. Providence	4.06	2.11	21.53	.62	1.21	3.47
N. Smithfield	17.31	1.02	2.56	.71	1.26	2.49
Pawtucket	11.32	2.96	2.98	3.08	4.49	7.11
Portsmouth	3.14	1.13	.88	.50	3.55	4.44
Providence	3.52	3.47	13.98	1.27	2.20	2.55
Richmond	2.17	.69	.69	1.98	0.0	7.54
Scituate	5.42	.81	3.20	1.56	.37	4.83
Smithfield	7.69	1.91	7.77	.76	1.41	5.55
S. Kingstown	3.02	.94	2.90	.48	.31	2.21
Tiverton	6.35	.80	1.24	.68	8.60	3.25
Warren	8.00	1.44	6.64	3.44	8.83	2.51
Warwick	4.86	2.40	5.89	.79	.95	4.81
Westerly	2.58	1.13	18.35	.70	.39	4.38
W. Greenwich	3.92	0.0	1.34	1.76	0.0	3.77
W. Warwick	14.04	1.01	7.21	2.36	4.92	1.72
Woonsocket	26.45	.97	2.79	1.98	.51	.82
State	6.96	2.22	7.72	1.41	3.04	3.60

NOTES

Ask the questions:
What is the purpose of each table?
In what community does the largest number of Canadians live?
What community has the highest percentage of Canadians?
In what community does the largest number of Italians live?
What community has the highest percentage of Italians?
Why are there two different communities involved in #4 and #5?
Which community has the highest concentration of Polish people?
Which community has the fewest different ethnic groups in it? Why do you think that is so?
What is the largest ethnic group in the state?

Examine the data in both tables. Develop a pictorial representation of the data for your community.

After working with students on Tables D and E and prior to collecting the tables, project just the outline map of the transparency "Percent of Total Population in Selected Ethnic Groups".

Ask the questions:
What is the purpose of this transparency?
Which table is it based upon?
(Project the first overlay)
What does the map now tell us? Which communities are they?
(Project the second overlay)
Now what the map tell us? Which new communities have been added?
(Project the third overlay)
What else does the map now tell us? Which new communities have been added?
Is our community on the map? Why or why not?
Examine Table E and the projected transparency. Why isn't Warren or Tiverton on the map?
What criteria did the person who developed this transparency use to determine what communities would be included?
Why do you think these groups settled in such concentration in these communities?
What sort of general statements can we make about this map?

The Contributors

This section is an investigation of immigrant groups who came to Rhode Island at different times and for a variety of reasons. Several such groups were selected because of students' familiarity from previous sections and because of the numbers of persons involved. The purpose here is for students to investigate the several listed groups as well as other immigrant groups who may live in their community.

NOTES

Objectives

Students will:

1 Identify the several major ethnic groups in Rhode Island.
2 Identify other ethnic groups in their community.
3 Compare and contrast the various reasons for the emigration of these ethnic groups.
4 Compare and contrast the hopes and fears of these ethnic groups.
5 Make generalizations about reasons for these ethnic groups immigrating into Rhode Island.
6 Make generalizations about the contributions of these groups.

Materials

Bibliography
Resource List
FAMOUS RHODE ISLANDERS
*Information retrieval chart

*Not included in THE BOX. The instructions for making it are in the activities.

Activities

Using newsprint, chartpaper, butcher paper or any similar materials, have students construct a large information retrieval chart using the model on the following page.

Special Note

Explain to the class the purpose of each column on the retrieval chart as follows:

Groups: The seven major ethnic groups of Rhode Island are listed. Ample blank spaces are provided for other groups the class identifies within the community.

Who: This provides some individual identity to each group. Use the name of the person interviewed or investigated.

When: This is to record the time that particular person came to Rhode Island/the community.

How: Record the method of transportation used and the conditions associated with that trip (example: steerage class aboard ship).

Why:	The reasons that particular person emigrated or left his/her homeland.
Hopes and Fears:	The immigrant's hopes and expectations and particular fears.
Contribution:	What skills did or does the immigrant have? What did or does he/she have to contribute to the community, the state? What was the "mark" left or what is the person doing now to influence the community?
Source of Information:	From where was the information obtained; interview, FAMOUS RHODE ISLANDERS, book?

Have students identify and list under the "Groups" column, other ethnic groups they wish to investigate.

Divide the class into small groups, each of which should be charged with investigating a particular ethnic group. Using the Bibliography, Resource List, and FAMOUS RHODE ISLANDERS components within THE BOX, as well as the human resources of the community, complete the information retrieval chart.

Special Note

As much as possible, utilize the resources available through the members of the class. Have them go back to the family tree activity and the ME Chart activity in Knowing Us to identify some of those human resources.
Place the information on the Time Line.

Ask the Questions:

How are these groups similar within each of the columns?
How are they different?
Based upon the experiences you had while completing this chart and based upon your own personal experiences and knowledge, why might someone whose family has been in this country for several generations still identify with a particular ethnic group? Why might someone who has a mixed heritage choose a particular ethnic group to identify with?
How have these groups influenced our community? Our state?
What can we say about why these groups came to Rhode Island and to our community?
What can we say about ethnic diversity?

NOTES

The teacher may wish to distinguish between emigrant and immigrant here.

	The Contributors						
Groups	Who	When	How	Why	Hopes and Fears	Contribution	Source of Information
Africans							
Canadians							
English							
Irish							
Italians							
Polish							
Portuguese							

NOW AND THEN

NOW AND THEN

Introduction and Overview

In order to cope more effectively with the demands of day to day living, people have always invented and made use of a variety of kinds of things. As ways of making a living and life styles have changed, so too have changes come about in technology.

This component investigates some common kinds of objects in everyday use NOW AND THEN.

Objectives

NOTES

Students will:

1 Know about some common objects used by people during earlier times.
2 Compare appearances, designs, materials, uses of objects of long ago with comparable ones today.
3 Infer reasons why some objects have become obsolete, have become altered or have changed function.

Materials

Tool cards
Furniture cards
Utensil cards
Fence cards
Student activity cards

Activities

All the NOW AND THEN activities are self-directing for students and the 4 activity cards are in THE BOX. They are also printed here.

Teachers and students could develop additional activities similar to those found in this component. Categories might include clothing, foods, vehicles, toys, etc.

NOTES

NOW AND THEN Tools

Activity Card - Tools

1 Make up your definition of a tool.
2 List the tools used in your home. Select a few and explain their uses.
3 The drawings (called Toolcards) show us and can tell us about tools used in earlier times. Look carefully at the Toolcards, one at a time, and list any tool you see that looks like a tool in your home.
4 Now look at the tools which are not on your list. Select one or two that you think are not used anymore and give reasons for your opinions.
5 Imagine that you are clearing land to build a farm and home about two hundred years ago. Using the Toolcards, list those tools you might use.
6 Talk to a builder and/or visit a site where houses are being built. List the different tools you see. Which tools on this list are similar to the tools you listed in 5? Which ones in 5 do you think are not used anymore?
7 Identify one tool used today that does the job that it took many tools to do in earlier times.
8 List some instruments we now use for measurement. Look at the Toolcards and list those instruments used for measurement in earlier times. Which are similar? Which are different?
9 Take all your lists and imagine that there is no more electricity or fuel like oil, gas and coal. Cross off all those tools you can't use anymore.
10 List several places where old tools can be viewed and perhaps handled, in your community, in Rhode Island, New England. Visit as many as you can.

NOTES

NOW AND THEN Utensils

Activity Card - Utensils

1 Many times each day you do something with a utensil. Make up a definition of utensil.
2 List the utensils you have used so far today. Yesterday? List them too.
3 Imagine that you are living in earlier times. You are leaving your home to travel to a new land. Because you only have space for a few things you must carefully select which utensils to take. List about a dozen or two utensils you wish to take.
4 Carefully look at the drawings of utensils (Utensilcards) and find those which are similar to your lists from 2 and 3. Which of those left on the Utensilcards do you think are no longer used?
5 What utensils around your home are used to do the jobs that several utensils were used for in earlier times?
6 Make up a short list of those kitchen utensils you have at home which are usually used for only one thing. This is called specialization. Examine the Utensilcards and find several utensils which have either a similar use or are very specialized - that is have only one use.
7 List those materials used to make today's utensils? What materials were used to make those utensils in earlier times?
8 On Utensilcards are drawings of several toys. What toys that you had or played with are similar to those toys on the card?
9 Imagine that there was no electricity or fuel like coal, gas or oil. From all your lists cross off those things which you can't use anymore or aren't made anymore.
10 Where in your community can you go to see utensils which were used in earlier times? Visit the place.

NOTES

NOW AND THEN Fences

Activity Card - Fences

1 Make up a definition for a fence.
2 Look around your schoolyard, your neighborhood, your community. Describe the fences you see. What materials are they made of?
3 What are the varied uses of fences in your community? List those uses and give an example of each.
4 Examine the Fencecards. Describe the fences you see. What materials were the fences in earlier times made of?
5 How are the fences in your community like the fences in earlier times? How are they different?
6 Why were fences put up in earlier times?
7 Find out why people put up fences. Make up a list of questions to ask some people who have fences. Ask them.

NOTES

Activity Card - Furniture

1 Many times each day you use furniture. Make up a definition of furniture.
2 Examine the Furniturecards. Make a list of the furniture that might be in a house in earlier times. Make a list of the furniture in your house.
3 What furniture don't you have in your house that was in a house in earlier times?
4 What furniture do you have in your house which would be unfamiliar to Rhode Islanders in earlier times?
5 Examine the Furniturecards. How is the furniture in your classroom similar to the school furniture on the Furniturecards? How is it different?
6 List the furniture in your classroom and in other schoolrooms such as the office or the library or the teachers' room. What is the furniture made of? Find out where materials used in the furniture come from.
7 Examine the Furniturecards. What was the furniture then made of? Where did the materials come from?
8 Visit your school's woodworking shop and ask the teacher about furniture making.
9 Find a local craftsman who makes furniture and interview or invite him/her into your classroom. Make up a list of questions you want to ask and include one about pride in work.
10 Invite or interview an antique dealer. Make up a list of questions you want to ask that person.
11 Find out where in your community you can go see furniture which was used in earlier times. Visit the place.

FAMOUS RHODE ISLANDERS

FAMOUS RHODE ISLANDERS

In the development of any culture and polity, the most important and most variable ingredient are the people. Of these people there are always some who contribute significantly and distinguish themselves, in some instances within their communities of birth or residence and in others, anywhere in the world. These are the people we call famous.

It would be impossible to include in THE RHODE ISLAND BOX information about every famous Rhode Islander; therefore, of necessity, the ninety-three individuals in the FAMOUS RHODE ISLANDER component are an arbitrary selection, neither inclusive nor exclusive. The commonalities of these ninety-three diverse individuals are that, for one reason or another they are distinguished and they are no longer alive.

Within THE RHODE ISLAND BOX, some Famous Rhode Islanders are mentioned in other components or are integral parts of activities; however, it is in this component that biographical information about each one can be found.

The information provided is an intentionally incomplete compilation from a variety of sources. It is a nucleus upon which students and teachers can build, through addition of possibly living Rhode Islanders, and new and more biographical information. The purpose of the material is to provide a supportive source of information, especially for student investigation in a number of activities.

NOTES

Objectives

Students will:

1 Develop an awareness of the diversity and creativity of people who have contributed to Rhode Island.
2 Gain an understanding of creativity and be able to establish criteria for defining a creative person.
3 Gain an understanding of biography and autobiography.
4 Learn about people of Rhode Island.

Materials

93 folders containing biographical information and 49 pictures.
Alphabetical listing of 93 FAMOUS RHODE ISLANDERS.

Activities

Special Note

Because there are other components which have activities utilizing material in FAMOUS RHODE ISLANDERS, few activities are listed here. The limit to potential activities involved with FAMOUS RHODE ISLANDERS is set only by the extent of the teacher's imagination.

a Explore with the students what an autobiography is. Have students write a one page autobiography.
b Explore with students the meaning of the term biography. Have students interview a friend or a family member and, based upon that interview, write a one page biography. Following the completion of their biography, ask the questions:
  Why are biographies written?
  Where are there sources of biographical materials, concerning those who are living, concerning those who are dead ?
c Ask students to define creativity and a creative person. Have students read about and list several FAMOUS RHODE ISLANDERS they feel were creative. Discuss choices in relation to their definitions.
d Ask students to identify and list living creative Rhode Islanders. Establish a class screening committee to aid in determining inclusion of persons in FAMOUS RHODE ISLANDERS collection. Have students investigate individuals on their list, collect information and write brief biographies. Have the screening committee review the biographies, testing them against the class definitions of creativity and creative person, recommending for inclusion..

Have the students invite one or more of these people, chosen by the screening committee, into the classroom.

Have the students show the guests what they have done and where the biographical information is located. Have the students ask for additional information.

e Following the procedure in d above, concerning creative Rhode Islanders, do the same for a hero/heroine.

f Ask students to identify the founders of their community. Was there a leader? What did the founders believe was important? Using town records, the community library, local history enthusiast, gravestones, etc. , write and/or tape in the R.I. Portrait in Sound style,a biography of a founder and include it in the FAMOUS RHODE ISLANDERS.

g Ask students to identify historically significant buildings, sculptures or streets in their communities, especially those including names of Rhode Islanders. Have students choose a few of these people and write brief biographies for inclusion in FAMOUS RHODE ISLANDERS.

h Have students investigate a building, sculpture or street and write a narrative description, including people, architects, sculptors, etc.

i Review the component TIME AND PLACE. Have students place all or a portion of the FAMOUS RHODE ISLANDERS on the Time Line. Based upon where the FAMOUS RHODE ISLANDER were from or where they lived, have students place the FAMOUS RHODE ISLANDERS on the outline map.

j Have the students select some FAMOUS RHODE ISLANDERS from different times. Have each student choose one with whom he/she wishes to identify. Have the students investigate both the selected person and the time in which that person lived. Set up an imaginary situation where all these FAMOUS RHODE ISLANDERS meet and interact and have an opportunity to tell about themselves and the Rhode Island of their time.

k Have students improvise a play using some FAMOUS RHODE ISLANDERS as their theme.

l What is a Rhode Islander? Have students develop a definition based upon their experience with activities in this and other components in THE RHODE ISLAND BOX.

NOTES

See ARTS, especially Buildings in Rhode Island and Sculpture

Famous Rhode Islanders List

Nelson Aldrich	United States Senator
Thomas Angell	Colonist
Benedict Arnold	Governor
Edward Mitchell Bannister	Artist, Painter
Henry Ames Barker	Philanthropist
Henry Barnard	Educator
William Barton	Colonel, Rhode Island Militia
George Berkeley	Clergyman, Anglican Church
Gabriel Bernon	Huguenot Emigré
William Billings	Musician
Elizabeth Inman Binning	Businesswoman
William Blackstone	First Settler
Adraen Block	Explorer
George Bradley	Financier and Philanthropist
John Brown	Merchant
Joseph Brown	Scholar, Architect
Joseph R. Brown	Industrialist
Moses Brown	Merchant and Educator
Ambrose Burnside	General, United States Army
James Burrill	Chief Justice, Rhode Island Supreme Court
Elizabeth B. Chace	Humanitarian and Suffragette
Charles Chapin	Physician, Superintendent of Health, Providence
John Clarke	Physician, Founder
William Coddington	Founder
George M. Cohan	Actor, Author, Dancer, Singer
George Corliss	Inventor, Industrialist
Michele Felice Corne	Artist, Epicure
Prudence Crandall	Teacher, Abolitionist
James De Wolfe	Merchant, United States Senator

John Diman	Priest, Roman Catholic Church Educator
Nehemiah Dodge	Jeweler, Merchant
Thomas W. Dorr	Lawyer, Populist
George P. Downing	Businessman and Restaurateur
Mary Dyer	Martyr
Elleanor Eldridge	Businesswoman
William Ellery	Lawyer, Declaration of Independence Signer
Sarah Harris Fayerweather	Abolitionist
James Franklin	Newspaper Publisher and Printer
Newport Gardner	Musician, Emigré
Katharine Gibbs	Business Educator
Jabez Gorham	Silversmith, Merchant
Samuel Gorton	Founder
Theodore Francis Green	Governor, United States Senator
Catherine Littlefield Greene	Patriot
John Holden Greene	Architect
Nathanael Greene	General, Continental Army
William Harris	Founder, Rhode Island Emigré
Peter Harrison	Architect
Thomas Hazard	Humanitarian, Textile Manufacturer
William Heathman	Lawyer
John Brown Herreshoff	Yacht Builder
Mira Hoffman	Youth Organizer
Esek Hopkins	Commodore, Continental Navy; Commander, American Navy
Stephen Hopkins	Colonial Governor, Declaration of Independence Signer
Julia Ward Howe	Author
Thomas Howland	Providence Councilman
Richard M. Hunt	Architect
William Hunter	Physician

Anne Hutchinson	Founder
Joseph Jenks, Jr.	Foundry Operator and Craftsman
Sisseretta Joyner Jones	Singer
Frank Keaney	Athlete, Teacher, Coach
Robert Knight	Textile Industrialist
Oliver LaFarge	Author
Napoleon LeJoie	Athlete
Ida Lewis	Lighthouse Keeper, Heroine
Aaron Lopez	Merchant, Philanthropist
Howard P. Lovecraft	Author
Horace Mann	Educator
Massasoit	Wampanoag Chief
Joseph Carlo Mauran	Sea Captain, Merchant
Jack McGee	Aviator
Adelia Rowe Metcalf	Art Educator, Philanthropist
Clement Moore	Author
Edwin O'Connor	Author
Isabelle Ahearn O'Neil	Actress, Orator, Rhode Island Legislator
Elijah Ormsbee	Inventor
Matthew C. Perry	Commodore, United States Navy, Emissary
Oliver Hazard Perry	Commodore, United States Navy
King Philip	Wampanoag Chief
Aram Pothier	Governor
David W. Reeves	Musician, Composer
Isaac Rice	Abolitionist
Giuseppe Martino Rossi	Opera Singer
Lucian Sharpe	Industrialist
Samuel Slater	Textile Manufacturer

Edwin Speidel	Manufacturing Jeweller
Gilbert Stuart	Artist, Painter
Mary Thorp	Educator
Judah Touro	Merchant, Philanthropist
Giovanni Da Verrazano	Explorer
Queen Weetamoe	Wampanoag Sachem
Roger Williams	Founder

APPENDICES

Resources

The resource list which follows is a compilation of organizations, agencies, collections, publications, etc. Its purpose is to help teachers and students find ways to expand upon the content and activities of THE RHODE ISLAND BOX and to provide direction for the collection of information.

THE RHODE ISLAND BOX contains some factual information, applicable to certain specified activities; however, many activities call for students to investigate various aspects of their communities and their State for which no information is provided. The resource list is therefore critical to the use of THE BOX.

Organizations, agencies, etc. are arranged alphabetically within categories. Generally, with the exception of historical and preservation societies, local groups are not listed individually; namely, ethnic societies and private clubs, which can be found in almost every community and in many neighborhoods. Entries include addresses and phone numbers but exclude names of officers or personnel; in order to reach individuals, it is necessary to communicate via the organization or agency. In the cases of the local historical and preservation societies, addresses and phone numbers may need to be revised frequently.

The resource list can be used as a directory to information and materials and to experts. Historical and preservation societies obviously are rich sources; many other agencies and organizations are rich, too, in records and personnel with expertness.

The list is not annotated; however, it was developed in relation to the activities within THE RHODE ISLAND BOX and to any other activities that might be spawned therefrom. It is neither inclusive nor exclusive; both teachers and students are strongly urged to augment it, whenever and wherever practicable.

Resource List

Educational Institutions: History Departments

Brown University
Prospect Street, Providence 02912 — 863-1000

Providence College
River Avenue, Providence 02918 — 865-1000

Rhode Island College (including Ethnic Heritage Studies Project)
Mt. Pleasant Avenue, Providence 02908 — 831-6600

Salve Regina College
Ochre Point Avenue, Newport 02840 — 847-6650

University of Rhode Island
Kingston, 02881 — 792-2244

Historical and Preservation Societies

Barrington Preservation Society
1723 Wampanoag Trail
Barrington, R.I. 02806 — 246-1459

Blackstone Valley Historical Society
502 Victory Highway RFD #3
Woonsocket, 02895 — 766-5189

Block Island Historical Society
25 Salisbury Road
Darien, Connecticut 06820 — 766-5189

Bristol Historical and Preservation Society
38 Union Street, Bristol 02809 — 253-5705

Burrillville Historical and Preservation Society
Iron Mine Road RFD #1
Woonsocket, R.I. 02895 — 568-2943

Cocumcussoc Society Association
13 Main Street
North Kingstown, R.I. 02852 — 294-4829

Coventry Historical Society
32 Hazard Street
Coventry, R.I. 02816 — 821-3640

Cranston Historical Society
1351 Cranston Street, Cranston 02920 — 944-9226

East Greenwich Preservation Society
South County Trail
East Greenwich, R.I. 02818 — 884-4988

East Providence Historical Society
3' Greenwich Avenue
East Providence, R.I. 02914 434-4173

Gaspee Day Committee
P.O. Box 1772,Pilgrim Station
Warwick, R.I. 02888 783-8974

Historical Society of Smithfield
John Mowry Road
Esmond, R.I. 02917 231-3117

Hopkinton Historical Society
P.O. Box 1772, Wood River Junction
Alton, R.I. 02894 364-6496

Jamestown Historical Society
Jamestown Library Building
Jamestown, R.I. 02835 423-0436

Little Compton Historical Society
Quoquonset Lane
Little Compton, R.I. 02837 635-4208

Massasoit Historical Society
97 Child Street
Warren, R.I. 02885 245-5077

Newport Historical Society
82 Touro Street
Newport, R.I. 02840 846-0813

North Smithfield Heritage Association
Grange Road RFD #2
Woonsocket, R.I. 02895 769-3877

Oldport Association, Inc.
P.O. Box 238
Newport, R.I. 02840 846-3622

Pettaquamscutt Historical Society
Kingstown Road, Kingston, R.I. 02881 789-6231

Portsmouth Historical Society
Immokolee Farm
Portsmouth, R.I. 02871 683-1195

Providence Preservation Society
24 Meeting Street, Providence 02903 831-7440

Preservation Society of Newport County
Washington Square, Newport, R.I. 02840 847-1302

Rhode Island Historical Society
52 Power Street, Providence, R.I. 02906 331-8575

Richmond Historical Society
RFD
Hope Valley, R.I. 02832 — 539-2816

Society for Preservation of
New England Antiquities
141 Cambridge Street
Boston, Massachusetts 02114 — (617) 227-3956

Tiverton Historical Society
Fogland Road
Tiverton, R.I. 02878 — 624-8881

Warwick Historical Society
Arnold House
25 Roger Williams Avenue
Warwick, R.I. 02888 — 467-7647

Westerly Historical Society
Westerly Public Library
Westerly, R.I. 02891 — 647-2234

Western Rhode Island Civic Historical Society
Danielson Pike
Scituate, R.I. 02857 — 647-2234

Woonsocket Historical Society
563 South Main Street
Woonsocket, R.I. 02895 — 769-9846

Libraries

Audubon Society of Rhode Island, Hathaway
Library of Conservation & Natural Resources
40 Bowen Street, Providence 02906 — 521-1670

Brown University
Rockefeller Library — 863-2167
John Carter Brown Library — 863-2725
John Hay Library — 863-2146
Providence, R.I. 02912

Providence Journal Company News Library
75 Fountain Street, Providence 02903 — 277-7000

Providence Public Library
150 Empire Street, Providence 02903 — 521-7722

Redwood Library and Athenaeum
Bellevue Avenue, Newport 02840 — 847-0292

Rhode Island Historical Society Library
121 Hope Street, Providence 02906 — 331-0448

Rhode Island School of Design Library
2 College Street, Providence 02903 — 331-3507

Rhode Island State Law Library
Providence County Courthouse
250 Benefit Street
Providence 02906 331-1363

Rhode Island State Library
State House, Providence 02908 277-2473

Rhode Island State Library Services Department
95 Davis Street, Providence 02908 277-2726

Museums

Haffenreffer Museum (Brown University)
Mt. Hope Street, Bristol 02809 258-8388

Newport Artillery Museum
Clark Street, Newport 02840 846-8488

Rhode Island School of Design Museum of Art
(Pendleton House)
224 Benefit Street, Providence 02906 331-3510

Roger Williams Park Museum
Roger Williams Park, Providence 02905 941-5640

Slater Mill Historic Site
Roosevelt Avenue, Pawtucket 02863 725-8638

South County Museum
Quaker Lane, Route #2, North Kingstown 02852 295-0498

Newspapers and Publishers

Daily Newspapers

Newport Daily News
101 Malbone Street, Newport 02840 849-3300

Pawtucket Times
23 Exchange Street, Pawtucket 02860 722-4000

Pawtuxet Valley Daily Times
1353 Main Street, West Warwick 02893 821-7400

Providence Journal-Bulletin
75 Fountain Street, Providence 02903 277-7000

Westerly Sun
The UtterrCompany
56 Main Street, Westerly 02891 596-7791

Woonsocket Call
75 Main Street, Woonsocket 02895 762-3000

Weekly Newspapers

Barrington Times Phoenix-Times Publishing Co. Shopping Center, Barrington 02806	245-6000
Bristol Phoenix Phoenix-Times Publishing Co. 1 Bradford Street, Bristol 02809	253-6000
Coventry Townsman 820 Tiogue Avenue ,Coventry 02816	828-7343
The Cranston Herald 9 Herald Place, Cranston 02910	461-0500
The Cranston Mirror 250 Auburn Street, Cranston 02910	467-7474
Cranston Today 92½ Rolfe Street, Cranston 02910	781-1350
Cumberland-Lincoln News Leader 1285 Mendon Road ,Cumberland 02864	723-0404
East Providence Post 148 Taunton Avenue, East Providence 02914	434-7210
East Side 351 Hope Street Providence 02906	521-0023
The Echo 243 Atwells Avenue Providence 02908	521-5760
Narragansett Times 854 Main Street Wakefield 02882	789-9744
Newport Mercury and Weekly News 101 Malbone Road ,Newport 02840	849-3300
Observer 3 Whipple Lane Smithfield 02828	949-2700
Record and Guide 22 London Street East Greenwich 02818	884-4662
Providence Visitor 184 Broad Street, Providence 02903	272-1010

Rhode Island Jewish Herald
99 Webster Street, Pawtucket 02861 — 724-0200

Rhode Island Pendulum
22 London Street, East Greenwich 02818 — 884-4662

Sakonnet Times
Phoenix-Times Publishing Co.
2829 East Main Road, Portsmouth 02871 — 683-1120

The Seekonk Sentinel
540 Arcade Avenue
Seekonk, Massachusetts 02771 — 336-6390

The Seekonk Star
65 County Street
Seekonk, Mass. 02771 — 336-7110

The Standard Times
13 West Main Street
North Kingstown 02852 — 294-4576

Warren Times-Gazette
Phoenix-Times Publishing Co.
72 Child Street, Warren 02885 — 245-6002

Warwick Beacon
132 Meadow Street, Warwick 02886 — 737-1601

Publications

Rhode Island Review
130 Westminster Street, Providence 02903 — 521-7430

Rhode Island Yearbook
1 Peck Avenue, East Providence 02914 — 433-4280

Private Organizations

Atlantic Offshore Fish and Lobster Association
Executive Secretary, P.O. Box 730
Narragansett 02882 — 295-8893

Audubon Society of Rhode Island
40 Bowen Street, Providence 02906 — 521-1670

Boy Scouts of America
175 Broad Street, Providence 02903 — 351-8700

Daughters of the American Revolution
R.D. 2 Tom Lee Drive, Woonsocket 02895 — 762-2984

Ecology Action for Rhode Island
286 Thayer Street, Providence 02906 — 274-9429

Girl Scouts of Rhode Island, Inc.
125 Charles Street, Providence 02904 — 331-4500

!Improvise! P.O. Box 2335, Providence 02906	272-0226	
Independent Company of Kentish Guards Peirce Street, East Greenwich 02818	884-6517	
International House of Rhode Island, Inc. 8 Stimson Avenue, Providence 02906	421-7181	
League of Women Voters of Rhode Island 41 Seekonk Street, Providence 02906	274-5822	
Local Ethnic Organizations		
Looking Glass Theatre The Casino, Roger Williams Park Providence 02905	781-1567	
Narragansett Council of Campfire Girls 333 Grotto Avenue, Providence 02906	831-3378	
National Society of Colonial Dames Rhode Island Chapter Governor Stephen Hopkins House, Hopkins Street, Providence 02906	421-0694	
Project Discovery, Trinity Square Repertory Company 201 Washington Street, Providence 02903	521-1100	ext. 77
Puppet Workshop, Inc. 24 Diman Place, Providence 02906	521-4250	
Rhode Island Bar Association 17 Exchange Street, Providence 02903	421-5740	
Rhode Island Chamber of Commerce 150 Francis Street, Providence 02908	272-1400	
Local Chambers of Commerce		
Rhode Island Chapter-American Institute of Architects 74 the Arcade, Providence 02903	272-6418	
Rhode Island Federation of Garden Clubs Environmental Coordinator Pojac Point, North Kingstown 02852	884-2722	
Local Garden Clubs		
Rhode Island Society Sons of the American Revolution One Stone Tower Lane Barrington 02806	245-3736	
Save-the-Bay, Inc. 655 Main Street, East Greenwich 02818	884-7887	210

Society for the Propagation of the Jonnycake Tradition
32 Barnes Street, Providence 02906 — 331-8618

Public Agencies, State and National

State of Rhode Island

Department of Community Affairs
150 Washington Street, Providence 02903 — 277-2852
Planning and Development Division — 277-2869

Department of Economic Development
1 Weybosset Hill, Providence 02903
Tourist Division — 277-2611
Tourist Promotion — 277-2614

Department of Natural Resources
83 Park Street, Providence 02908
Agriculture Division — 277-2781
Fish and Wildlife — 277-2784
Forest Environment — 277-3086
Parks and Recreation — 277-2632

Marine Advisory Service
Narragansett Bay Campus, University of Rhode Island
Narragansett 02882 — 792-6211

Rhode Island Bicentennial Commission
150 Benefit Street
Providence 02903 — 272-1776

Rhode Island Coastal Resources Management Council
c/o Chief, Division of Coastal Resources, Department of Natural Resources
83 Park Street, Providence 02903 — 277-2476

Rhode Island Historical Preservation Commission
150 Benefit Street
Providence 02903 — 272-2678

Secretary of State
State House, Providence 02908
Archives — 277-2353

State Council on the Arts (including Arts in Education Program)
4365 Post Road, Warwick 02818 — 884-6410

Statewide Planning Program
265 Melrose Street, Providence 02907 — 277-2656

Water Resources Board
265 Melrose Street, Providence 02907 — 277-2217

United States Government: Federal Information Center	331-5565
Cooperative Extension Service State Office, Kingston 02881	792-2476
Eastern District Unicenter, Broadway, Newport 02840	847-0287
Northern District 19 Smithfield Avenue, Smithfield 02828	949-0670
Southern District 70 Peirce Street, East Greenwich 02818	884-2671
Urban District 220 Harrison Street, Providence 02907	521-6440
Soil Conservation Service 222 Quaker Lane, West Warwick 02893	828-1300
Interior Department: Geological Survey 314 Federal Building Providence 02903	528-4389

Bibliography

The bibliography is a compilation of more than 250 works related to Rhode Island arranged alphabetically within the following four categories, e.g., general works, biography, articles and a reading list.

The purpose of the bibliography is to provide a reference base for the pursuit and enrichment of activities in THE RHODE ISLAND BOX; for the expansion of content in THE BOX; for expansion of Rhode Island studies; for further bibliographical development; and for direction in acquisition of material.

Because only the reading list is annotated and that, minimally, teachers are urged to make their own annotations in the NOTES column. They are further urged to revise and augment the bibliography frequently, as a result of theirs and students experience using the entries; thereby insuring the bibliography as a working tool.

General Bibliography

NOTES

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